Goal Title	Short Goal Title	Goal Statement (Include Strive HI Goal As Appropriate)	Perkins Required Use	Quality Indicator or Monitoring Goal	Learning to be Measured	Learning Choices	Demonstration of Learning (as evidenced by)	Tool to Measure/Assess Learning (as measured by)	Description of Startegy
SPECIAL POPULATION PROFICIENCY	SPEC PROFCNT	**Special Populations Students Achievement (Proficiency):** The progress and achievement of special populations students in mainstreamed CTE courses are monitored for proficiency. *STRIVE HI* Goal 1: Student Success. All DOE students demonstrate they are on a path toward success in college, career, and citizenship. *Priority Strategies:* Comprehensive Student Support System (CSSS) and Formative Instruction/Data Teams	*Perkins 1* -Strengthen academic and career and technical skills of students in CTE programs. *Perkins 6*- Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met. *Perkins 9* -Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-wage, high-skill or high-demand occupations that will lead to self-sufficiency.	CE-1, 3; CL4,3. Curriculum is project-based in complex, real-world problems that have meaning for students and prepare them for broad career fields or further education. CTE skills, knowledge, and processes are integrated with *general learner outcomes*, life skills and other skills that require critical thinking, problem solving and creativity. Administrators, together with CTE and special populations teachers, regularly collaborative to update and review the current level of services and resources offered to special population students.	Proficiency in CTE standards/benchmarks in program of study course for special population students.	Technical Skills	Quadrant D Problem-Based Task	Teacher-Generated Rubric	Special Populations students will participate in quadrant D problem-based tasks that have been developed in partnership with community businesses to demonstrate proficiency of technical skills that align with the program of study standards.
								District-Level Rubric	Special Populations students will participate in quadrant D problem-based tasks that have been developed in partnership with community businesses to demonstrate proficiency of technical skills that align with the program of study standards.
								State-Level Rubric	Special Populations students will participate in quadrant D problem-based tasks that have been developed in partnership with community businesses to demonstrate proficiency of technical skills that align with the program of study standards.
								Other _____	Special Populations students will participate in quadrant D problem-based tasks that have been developed in partnership with community businesses to demonstrate proficiency of technical skills that align with the program of study standards.
							District-Level Performance-Based Assessment	District-Level Rubric	Special Populations students will participate in quadrant D problem-based tasks that have been developed in partnership with community businesses to demonstrate proficiency of technical skills that align with the program of study standards.
								State-Level Rubric	Special Populations students will participate in quadrant D problem-based tasks that have been developed in partnership with community businesses to demonstrate proficiency of technical skills that align with the program of study standards.
							State-Level Performance-Based Assessment	State-Level Rubric	Special Populations students will participate in quadrant D problem-based tasks that have been developed in partnership with community businesses to demonstrate proficiency of technical skills that align with the program of study standards.
							Other _____	Other _____	Customize Option: _____
						Problem-Solving/Critical Thinking/Innovation	Quadrant D Problem-Based Task	Teacher-Generated Rubric	Special Populations students will participate in quadrant D problem-based tasks that have been developed in partnership with community businesses to demonstrate proficiency of problem-sovling/critical thinking/innovation as aligned with program of study standards.
								District-Level Rubric	Special Populations students will participate in quadrant D problem-based tasks that have been developed in partnership with community businesses to demonstrate proficiency of problem-sovling/critical thinking/innovation as aligned with program of study standards.
								State-Level Rubric	Special Populations students will participate in quadrant D problem-based tasks that have been developed in partnership with community businesses to demonstrate proficiency of problem-sovling/critical thinking/innovation as aligned with program of study standards.
								Other _____	Special Populations students will participate in quadrant D problem-based tasks that have been developed in partnership with community businesses to demonstrate proficiency of problem-sovling/critical thinking/innovation as aligned with program of study standards.
							District-Level Performance-Based Assessment	District-Level Rubric	Special Populations students will participate in quadrant D problem-based tasks that have been developed in partnership with community businesses to demonstrate proficiency of problem-sovling/critical thinking/innovation as aligned with program of study standards.
								State-Level Rubric	Special Populations students will participate in quadrant D problem-based tasks that have been developed in partnership with community businesses to demonstrate proficiency of problem-sovling/critical thinking/innovation as aligned with program of study standards.
							State-Level Performance-Based Assessment	State-Level Rubric	Special Populations students will participate in quadrant D problem-based tasks that have been developed in partnership with community businesses to demonstrate proficiency of problem-sovling/critical thinking/innovation as aligned with program of study standards.
							Other _____	Other _____	Customize Option: _____
						Technical Knowledge	National Exam	National Certificaiton Exam	Special population students will complete a national certification exam to demonstrate proficiency of technical knowledge acquired through their respective program of study.
							End-of-course written exam	Statewide Online Written Exam	Special population students will complete the statewide online written exam for their respective program of study course to demonstrate proficiency of technical knowledge acquisition.
								Teacher-Generated Selected or Written Response Assessment	Special populations students will complete a selected or written response assessment to demonstrate proficiency of technical knowledge acquired through their respective program of study. The assessment and accompanying answer keys are individualized to meet the needs of the identified student(s).
							Other _____	Other _____	Customize option _____
SPECIAL POPULATION GROWTH	SPEC GRWTH	**Special Populations Students Achievement (Growth):** The progress and achievement of special populations students in mainstreamed CTE courses are monitored for growth. *STRIVE HI* Goal 1: Student Success. All DOE students demonstrate they are on a path toward success in college, career, and citizenship. *Priority Strategies*: Comprehensive Student Support System (CSSS) and Formative Instruction/Data Teams	*Perkins 1* -Strengthen academic and career and technical skills of students in CTE programs. *Perkins 6*- Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met. *Perkins 9* -Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-wage, high-skill or high-demand occupations that will lead to self-sufficiency.	CE-1, 3; CL4,3. Curriculum is project-based in complex, real-world problems that have meaning for students and prepare them for broad career fields or further education. CTE skills, knowledge, and processes are integrated with *general learner outcomes*, life skills and other skills that require critical thinking, problem solving and creativity. Administrators, together with CTE and special populations teachers, regularly collaborative to update and review the current level of services and resources offered to special population students.	Growth in achievement of CTE standards/benchmarks in program of study course for special population students.	Technical Skills	Quadrant D Problem-Based Task	Teacher-Generated Rubric	Special Populations will complete quadrant D problem-based tasks to demonstrate growth from the pre-assessment by at least on performance level, of a technical skill aligned with the program of study standards/benchmarks.
								District-Level Rubric	Special Populations will complete quadrant D problem-based tasks to demonstrate growth from the pre-assessment by at least on performance level, of a technical skill aligned with the program of study standards/benchmarks.
								State-Level Rubric	Special Populations will complete quadrant D problem-based tasks to demonstrate growth from the pre-assessment by at least on performance level, of a technical skill aligned with the program of study standards/benchmarks.
							Other _____	Other _____	Customize option _____
						Problem-Solving/Critical Thinking/Innovation	Quadrant D Problem-Based Task	Teacher-Generated Rubric	Special Populations students will complete quadrant D problem-based tasks to demonstrate growth from the pre-assessment by at least on performance level, of a technical skill aligned with the program of study standard/benchmarks.

Category	Code	Description	Perkins	Standards	Proficiency	Skill Type	Assessment	Rubric/Evidence	Measure Description
								District-Level Rubric	Special Populations students will complete quadrant D problem-based tasks to demonstrate growth from the pre-assessment by at least on performance level, of a technical skill aligned with the program of study standard/benchmarks.
								State-Level Rubric	Special Populations students will complete quadrant D problem-based tasks to demonstrate growth from the pre-assessment by at least on performance level, of a technical skill aligned with the program of study standard/benchmarks.
							Other _____	Other _____	Customize option _____
						Technical Knowledge	End-of-course written exam	Statewide Online Written Exam	Special population students will complete the statewide pre- and post-online written exam for their respective program of study course to demonstrate growth by at least one performance level.
								Teacher-Generated Selected or Written Response Assessment	Special populations students will complete a selected or written response assessment to demonstrate growth by at least one performance level pr letter grade. The assessment and accompanying answer keys are individualized to meet the needs of the identified student(s).
							Other _____	Other _____	Customize option _____
SPECIAL POPULATIONS ACCOMMODATIONS MODIFICATIONS	SPEC ACC MOD	**Special Populations Students Achievement (Acommodations & Modifications):** CTE Teachers and special populations teachers collaborate on a regular basis to ensure the accommodations and modifications including instructional support services and aids are available to eligible mainstreamed special populations students in CTE courses. *STRIVE HI* Goal 1: Student Success. All DOE students demonstrate they are on a path toward success in college, career, and citizenship. Goal 3: Successful Systems of Support. The system and culture of the Department work to effectively organize finanical, human, and community resources in support of student success. *Priority Strategies*: Comprehensive Student Support System (CSSS) and Formative Instruction/Data Teams	*Perkins 9* -Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-wage, high-skill or high-demand occupations that will lead to self-sufficiency.	SE-1, 3; SE-2, 3. Accommodations and modifications including instructional support services and aids are available to ensure access to and success in quality CTE programs. Administrators, together with CTE and special population teachers, collaborate on a regular basis to review the current level of services and resources offered to special population students.	Accommodations and/or modifications are provided in program of study course for special population students to increase achievement of standards/benchmarks.	Technical Skills	Implementation plan deliniating the accommodations and modifications to support the acquisition of technical skills aligned with program of study standards/benchmarks for special populations students	Teacher and/or student data and work samples are evidence of effective implementation of accommodations and modifications that support special populations students in the achievement of proficiency of technical skills (e.g. EES SLO that includes instructional strategies, EES observation that shows effective implementations of strategies, curriculum map or lesson plan that incorporates instructional strategies).	CTE teachers meet regularly with special populations teachers, other support staff and/or community businesses to develop and implement a system of support that includes accommodations and modifications including instructional support services and aids.
							Other _____	Other _____	Customize Option: _____
						Problem-Solving/Critical Thinking/Innovation	Implementation plan deliniating the accommodations and modifications to support application of problem-solving/critical thinking/innovation aligned with program of study standards/benchmarks for special populations students	Teacher and/or student data and work samples are evidence of effective implementation of accommodations and modifications that support special populations students in the achievement of proficiency of technical skills (e.g. EES SLO that includes instructional strategies, EES observation that shows effective implementations of strategies, curriculum map or lesson plan that incorporates instructional strategies).	CTE teachers meet regularly with special populations teachers, other support staff and/or community businesses to develop and implement a system of support that includes accommodations and modifications including instructional support services and aids.
							Other _____	Other _____	Customize Option: _____
						Technical Knowledge	Implementation plan deliniating the accommodations and modifications to support the acquisition of technical knowledge aligned with program of study standards/benchmarks for special populations students	Teacher and/or student data and work samples are evidence of effective implementation of accommodations and modifications that support special populations students in the achievement of proficiency of technical skills (e.g. EES SLO that includes instructional strategies, EES observation that shows effective implementations of strategies, curriculum map or lesson plan that incorporates instructional strategies).	CTE teachers meet regularly with special populations teachers, other support staff and/or community businesses to develop and implement a system of support that includes accommodations and modifications including instructional support services and aids.
							Other _____	Other _____	Customize Option: _____
NON-TRADITIONAL PROFICIENCY	NONTRD PROFCNT	**Non-Traditional Students Achievement (Proficiency):** The progress and achievement of non-traditional students are monitored for proficiency. *STRIVE HI* Goal 1: Student Success. All DOE students demonstrate they are on a path toward success in college, career, and citizenship. *Priority Strategies*: Comprehensive Student Support System (CSSS) and Formative Instruction/Data Teams	*Perkins 1* -Strengthen academic and career and technical skills of students in CTE programs. *Perkins 6*- Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met. *Perkins 9* -Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-wage, high-skill or high-demand occupations that will lead to self-sufficiency.	CE-1, 3; CL4,3. Curriculum is project-based in complex, real-world problems that have meaning for students and prepare them for broad career fields or further education. CTE skills, knowledge, and processes are integrated with *general learner outcomes*, life skills and other skills that require critical thinking, problem solving and creativity. Administrators, together with CTE and special populations teachers, regularly collaborative to update and review the current level of services and resources offered to special population students.	Proficiency in CTE standards/benchmarks in program of study course for non-traditional students.	Technical Skills	Quadrant D Problem-Based Task	Teacher-Generated Rubric	Non-traditional students will participate in quadrant D problem-based tasks that have been developed in partnership with community businesses to demonstrate proficiency of technical skills that align with the program of study standards.
								District-Level Rubric	Non-traditional students will participate in quadrant D problem-based tasks that have been developed in partnership with community businesses to demonstrate proficiency of technical skills that align with the program of study standards.
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							District-Level Performance-Based Assessment	District-Level Rubric	Non-traditional students will participate in quadrant D problem-based tasks that have been developed in partnership with community businesses to demonstrate proficiency of technical skills that align with the program of study standards.
								State-Level Rubric	Non-traditional students will participate in quadrant D problem-based tasks that have been developed in partnership with community businesses to demonstrate proficiency of technical skills that align with the program of study standards.
							State-Level Performance-Based Assessment	State-Level Rubric	Non-traditional students will participate in quadrant D problem-based tasks that have been developed in partnership with community businesses to demonstrate proficiency of technical skills that align with the program of study standards.
							Other _____	Other _____	Customize Option: _____
						Problem-Solving/Critical Thinking/Innovation	Quadrant D Problem-Based Task	Teacher-Generated Rubric	Non-traditional students will participate in quadrant D problem-based tasks that have been developed in partnership with community businesses to demonstrate proficiency of problem-solving/critical thinking/innovation as aligned with program of study standards.
								District-Level Rubric	Non-traditional students will participate in quadrant D problem-based tasks that have been developed in partnership with community businesses to demonstrate proficiency of problem-solving/critical thinking/innovation as aligned with program of study standards.

Category	Code	Description	Perkins Alignment	Standards	Growth/Access	Skill Area	Assessment	Rubric/Tool	Statement
								State-Level Rubric	Non-traditional students will participate in quadrant D problem-based tasks that have been developed in partnership with community businesses to demonstrate proficiency of problem-solving/critical thinking/innovation as aligned with program of study standards.
								Other _____	Non-traditional students will participate in quadrant D problem-based tasks that have been developed in partnership with community businesses to demonstrate proficiency of problem-solving/critical thinking/innovation as aligned with program of study standards.
							District-Level Performance-Based Assessment	District-Level Rubric	Non-traditional students will participate in quadrant D problem-based tasks that have been developed in partnership with community businesses to demonstrate proficiency of problem-solving/critical thinking/innovation as aligned with program of study standards.
								State-Level Rubric	Non-traditional students will participate in quadrant D problem-based tasks that have been developed in partnership with community businesses to demonstrate proficiency of problem-solving/critical thinking/innovation as aligned with program of study standards.
							State-Level Performance-Based Assessment	State-Level Rubric	Non-traditional students will participate in quadrant D problem-based tasks that have been developed in partnership with community businesses to demonstrate proficiency of problem-solving/critical thinking/innovation as aligned with program of study standards.
							Other _____	Other _____	Customize Option: _____
						Technical Knowledge	National Exam	National Certificaiton Exam	Non-traditional students will complete a national certification exam to demonstrate proficiency of technical knowledge acquired through their respective program of study.
							End-of-course written exam	Statewide Online Written Exam	Non-traditional students will complete the statewide online written exam for their respective program of study course to demonstrate proficiency of technical knowledge acquisition.
								Teacher-Generated Selected or Written Response Assessment	Non-traditional students will complete a selected or written response assessment to demonstrate proficiency of technical knowledge acquired through their respective program of study. The assessment and accompanying answer keys are individualized to meet the needs of the identified student(s).
							Other _____	Other _____	Customize option _____
NON-TRADITIONAL GROWTH	NONTRD GRWTH	**Non-Traditional Students Achievement (Growth):** The progress and achievement of non-traditional students are monitored for growth. *STRIVE HI* Goal 1: Student Success. All DOE students demonstrate they are on a path toward success in college, career, and citizenship. *Priority Strategies*: Comprehensive Student Support System (CSSS) and Formative Instruction/Data Teams	*Perkins 1* -Strengthen academic and career and technical skills of students in CTE programs. *Perkins 6*- Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met. *Perkins 9* -Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-wage, high-skill or high-demand occupations that will lead to self-sufficiency.	CE-1, 3; CL4,3. Curriculum is project-based in complex, real-world problems that have meaning for students and prepare them for broad career fields or further education. CTE skills, knowledge, and processes are integrated with *general learner outcomes*, life skills and other skills that require critical thinking, problem solving and creativity. Administrators, together with CTE and special populations teachers, regularly collaborative to update and review the current level of services and resources offered to special population students.	Growth in achievement of CTE standards/benchmarks in program of study course for non-traditional students.	Technical Skills	Quadrant D Problem-Based Task	Teacher-Generated Rubric	Non-Traditional will complete quadrant D problem-based tasks to demonstrate growth from the pre-assessment by at least on performance level, of a technical skill aligned with the program of study standards/benchmarks.
								District-Level Rubric	Non-Traditional will complete quadrant D problem-based tasks to demonstrate growth from the pre-assessment by at least on performance level, of a technical skill aligned with the program of study standards/benchmarks.
								State-Level Rubric	Non-Traditional will complete quadrant D problem-based tasks to demonstrate growth from the pre-assessment by at least on performance level, of a technical skill aligned with the program of study standards/benchmarks.
							Other _____	Other _____	Customize option _____
						Problem-Solving/Critical Thinking/Innovation	Quadrant D Problem-Based Task	Teacher-Generated Rubric	Non-Traditional students will complete quadrant D problem-based tasks to demonstrate growth from the pre-assessment by at least on performance level, of a technical skill aligned with the program of study standard/benchmarks.
								District-Level Rubric	Non-Traditional students will complete quadrant D problem-based tasks to demonstrate growth from the pre-assessment by at least on performance level, of a technical skill aligned with the program of study standard/benchmarks.
								State-Level Rubric	Non-Traditional students will complete quadrant D problem-based tasks to demonstrate growth from the pre-assessment by at least on performance level, of a technical skill aligned with the program of study standard/benchmarks.
							Other _____	Other _____	Customize option _____
						Technical Knowledge	End-of-course written exam	Statewide Online Written Exam	Non-Traditional students will complete the statewide pre- and post-online written exam for their respective program of study course to demonstrate growth by at least one performance level.
								Teacher-Generated Selected or Written Response Assessment	Non-Traditional students will complete a selected or written response assessment to demonstrate growth by at least one performance level pr letter grade. The assessment and accompanying answer keys are individualized to meet the needs of the identified student(s).
							Other _____	Other _____	Customize option _____
NON-TRADITIONAL ACCOMMODATIONS MODIFICATIONS	NONTRD ACC MOD	**Non-Traditional Students Achievement (Acommodations & Modifications):** CTE Teachers and community businesses and industry collaborate on a regular basis to ensure instructional support services and aids are available to eligible non-traditional CTE participants. *STRIVE HI* Goal 1: Student Success. All DOE students demonstrate they are on a path toward success in college, career, and citizenship. Goal 3: Successful Systems of Support. The system and culture of the Department work to effectively organize finanical, human, and community resources in support of student success. *Priority Strategies*: Comprehensive Student Support System (CSSS) and Formative Instruction/Data Teams	*Perkins 9* -Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-wage, high-skill or high-demand occupations that will lead to self-sufficiency.	SE-1, 3; SE-2, 3. Accommodations and modifications including instructional support services and aids are available [for non-traditional students] to ensure access to and success in quality CTE programs. Administrators, together with CTE and special population teachers, collaborate on a regular basis to review the current level of services and resources offered to special population students.	Accommodations and/or modifications are provided in program of study course for non-traditional students to increase achievement of standards/benchmarks.	Technical Skills	Implementation plan deliniating the accommodations and modifications to support the acquisition of technical skills aligned with program of study standards/benchmarks for non-traditional students	Teacher and/or student data and work samples are evidence of effective implementation of accommodations and modifications that support non-tradtional students in the achievement of proficiency of technical skills (e.g. EES SLO that includes instructional strategies, EES observation that shows effective implementations of strategies, curriculum map or lesson plan that incorporates instructional strategies).	CTE teachers meet regularly with community businesses to develop and implement a system of support that includes a mentorship program with industry members and apprenticeship opportunities.
							Other _____	Other _____	Customize Option: _____
						Problem-Solving/Critical Thinking/Innovation	Implementation plan deliniating the accommodations and modifications to support application of problem-solving/critical thinking/innovation aligned with program of study standards/benchmarks for non-tradtional students	Teacher and/or student data and work samples are evidence of effective implementation of accommodations and modifications that support non-tradtional students in the achievement of proficiency of technical skills (e.g. EES SLO that includes instructional strategies, EES observation that shows effective implementations of strategies, curriculum map or lesson plan that incorporates instructional strategies).	CTE teachers meet regularly with community businesses to develop and implement a system of support that includes a mentorship program with industry members and apprenticeship opportunities.
							Other _____	Other _____	Customize Option: _____

Category	Code	Description	Perkins	Criteria	Measure	Focus Area	Evidence/Indicators	Data	Strategy/Action
						Technical Knowledge	Implementation plan deliniating the accommodations and modifications to support the acquisition of technical knowledge aligned with program of study standards/benchmarks for non-tradtional students	Teacher and/or student data and work samples are evidence of effective implementation of accommodations and modifications that support non-tradtional students in the achievement of proficiency of technical skills (e.g. EES SLO that includes instructional strategies, EES observation that shows effective implementations of strategies, curriculum map or lesson plan that incorporates instructional strategies).	CTE teachers meet regularly with community businesses to develop and implement a system of support that includes a mentorship program with industry members and apprenticeship opportunities.
						Other _____	Other _____		Customize Option: _____
SPECIAL POPULATIONS OUTREACH	SPEC OUTRCH	**Promotion of CTE Programs to Special Populations & Non-Traditional Students**: The CTE department engages in activities to inform industry, parents, and students of Career Pathway Programs of Study, Dual-Credit Articulated Programs of Study (DCAPS), CTE Honors Designation, and other CTE initiatives. *STRIVE HI* Goal 1: Student Success. All DOE students demonstrate they are on a path toward success in college, career, and citizenship. Goal 3: Successful Systems of Support. The system and culture of the Department work to effectively organize finanical, human, and community resources in support of student success. *Priority Strategies*: Comprehensive Student Support System (CSSS) and Formative Instruction/Data Teams	*Perkins 6-* Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.	SC, 3-4. The school has a comprehensive plan in place to recruit and provide outreach services to all students and their parents. Registration information is detailed, organized by programs of study. Course/career planning beyond a 4-year sequence is emphasized and disseminated to parents, students prior to entry into a program of study and every year thereafter.	Outreach services are provided to encourage special population students to participate in CTE program of study courses.		Increase the number of special populations students enrolled in a specific program of study	Longitudinal Data	CTE Coordinator will provide counselors with an inservice about the CTE program.
									Counselors utilize printed CTE Pathway materials when meeting with students to discuss progress as related to CTE Programs of Study course selection and their postsecondary plans (i.e. career, college, military, training).
									CTE department will create a system to provide outreach services for parents and students to develop a plan that emphasize CTE Program of Study course selection. System will include information materials and regularly scheduled planning or counseling sessions.
									CTE department will educate community businesses about the CTE program to develop and implement a support system for special populations students to include a mentorship program with industry members and apprenticeship opportunities.
									Customize Option: _____
PROMOTION OF CTE	PROMO CTE	**Promotion of CTE Programs**: The CTE department engages in activities to inform industry, parents, and students of Career Pathway Programs of Study, Dual-Credit Articulated Programs of Study (DCAPS), CTE Honors Designation, and other CTE initiatives. *STRIVE HI* Goal 1: Student Success. All DOE students demonstrate they are on a path toward success in college, career, and citizenship. Goal 3: Successful Systems of Support. The system and culture of the Department work to effectively organize finanical, human, and community resources in support of student success. *Priority Strategies*: Comprehensive Student Support System (CSSS)	*Perkins 7-* Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	SB, 3; SC, 3-4. Students meet with counselors at least once a year to discuss progress and achievement and how each affects course selection and career plans. Students are aware of requirements for entry into postsecondary study and/or employement and know how to prepare themselves to meets these expectations. The school has a comprehensive plan in place to recruit and provide outreach services to all students and their parents. Registration information is detailed, organized by programs of study. Course/career planning beyond a 4-year sequence is emphasized and disseminated to parents, students prior to entry into a program of study and every year thereafter.	Increase enrollment of students in CTE program of study courses.		CTE Awareness - Information sessions - Outreach services	Longitudinal Data: - Number of sections of programs of study course being offered - Number of new CTE programs of study being offered - Increase in the number of students eligible for dual-credit - Increase in the number of students receiving CTE Honors Designation - Increase in the number of Completers	CTE Coordinator will provide counselors and administrators with an inservice about the CTE program.
									Counselors utilize printed CTE Pathway materials when meeting with students to discuss progress as related to CTE Programs of Study course selection and their postsecondary plans (i.e. career, college, military, training).
									CTE teachers utilize printed CTE Pathway materials to educate students about CTE Programs of Study course selection/progression, CTE Honors Designation, dual-credit opportunities and their postsecondary plans (i.e. career, college, military, training).
									CTE teachers utilize printed CTE Pathway materials to educate community businesses about CTE Programs of Study course selection/progression, CTE Honors Designation, dual-credit opportunities and their postsecondary plans (i.e. career, college, military, training).
									CTE department will create a system to provide outreach services for parents and students to develop a plan that emphasizes CTE Programs of Study course selection. System will include information materials and regularly schedule planning or counseling sessions.
									Customize option _____
PROFESSIONAL DEVELOPMENT FOR STUDENT PROFICIENCY	PD ST PROFCNT	**Professional Development**: CTE teachers participate in a variety of professional development opportunities directed toward continuous improvement. The focus for professional development are research-based processes, tools, and techniques that transform classroom curriculum, instruction, and assessment. *STRIVE HI* Goal 2: Staff Success. The Department has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success. *Priority Strategies*: Educator Effectiveness	*Perkins 1-* Strengthen academic and career and technical skills of students in CTE programs through the integration of academics. *Perkins 5-* Provide in-service and pre-service professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction.	SF, 4. Research-based professional development is provided for all teachers, counselors, and administrators and is an integral part of the school's improvement plan. Professional development for the school staff is done on a regular basis with a focus on a common, agreed-upon plan that has clear, attainable objectives and is consistent with the school's vision. All teachers who attend professional development activities, feedback and share information/resources gained.	Teacher professional development leading to student proficiency in CTE programs of study.	Technical Skill	EES SLO that incorporates teacher learning and/or new instructional strategy	Longitudinal student data: student proficiency data, student performance growth data (i.e. pre- and post-assessments); and student work samples	Teacher will attend a National career pathway conference to learn a new technology or innovation relevant to their CTE content area and utilize the concepts to improve student learning outcomes in the corresponding CTE course. (In accordance with DOE policies and guidelines.)
									Teacher will attend a vendor-sponsored career pathway conference to learn a new technology or innovation relevant to their CTE content area and utilize the concepts to improve student learning outcomes in the corresponding CTE course. (In accordance with DOE policies and guidelines.)
									Teacher will attend a state-sponsored career pathway professional development session(s) and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
									Teacher will attend a district- or complex area-sponsored career pathway professional development session(s) and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
									Teacher will attend a school-sponsored career pathway professional development session(s) and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
									Teacher will participate in a work-based learning internship and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
									Customize option _____

Focus Area	Deliverable / Plan	Student Data / Evidence	Professional Development Action
	Unit Plan that includes: - Duration of instruction - Standard/Benchmark - Essential Questions - Instructional Strategies - Activities - Assessment - Student Learning Data - Student Work Samples	Longitudinal student data: student proficiency data, student performance growth data (i.e. pre- and post-assessments); and student work samples	Teacher will attend a National career pathway conference to learn a new technology or innovation relevant to their CTE content area and utilize the concepts to improve student learning outcomes in the corresponding CTE course. (In accordance with DOE policies and guidelines.)
			Teacher will attend a vendor-sponsored career pathway conference to learn a new technology or innovation relevant to their CTE content area and utilize the concepts to improve student learning outcomes in the corresponding CTE course. (In accordance with DOE policies and guidelines.)
			Teacher will attend a state-sponsored career pathway professional development session(s) and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
			Teacher will attend a district- or complex area-sponsored career pathway professional development session(s) and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
			Teacher will attend a school-sponsored career pathway professional development session(s) and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
			Teacher will participate in a work-based learning internship and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
			Customize option _____
	Implementation plan with follow-up in succeeding year to include: - Copy of unit plan - Timeline for implementation and data collection - Student learning data and deliverables (evidence) to be collected and where it will be housed - Individual(s) responsible for follow-up		Teacher will attend a National career pathway conference to learn a new technology or innovation relevant to their CTE content area and utilize the concepts to improve student learning outcomes in the corresponding CTE course. (In accordance with DOE policies and guidelines.)
			Teacher will attend a vendor-sponsored career pathway conference to learn a new technology or innovation relevant to their CTE content area and utilize the concepts to improve student learning outcomes in the corresponding CTE course. (In accordance with DOE policies and guidelines.)
			Teacher will attend a state-sponsored career pathway professional development session(s) and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
			Teacher will attend a district- or complex area-sponsored career pathway professional development session(s) and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
			Teacher will attend a school-sponsored career pathway professional development session(s) and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
			Teacher will participate in a work-based learning internship and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
			Customize option _____
	Other _____	Other _____	Customize option _____
Problem-Solving/Critical Thinking/Innovation	EES SLO that incorporates teacher learning and/or new instructional strategy	Longitudinal student data: student proficiency data, student performance growth data (i.e. pre- and post-assessments); and student work samples	Teacher will attend a National career pathway conference to learn a new technology or innovation relevant to their CTE content area and utilize the concepts to improve student learning outcomes in the corresponding CTE course. (In accordance with DOE policies and guidelines.)
			Teacher will attend a vendor-sponsored career pathway conference to learn a new technology or innovation relevant to their CTE content area and utilize the concepts to improve student learning outcomes in the corresponding CTE course. (In accordance with DOE policies and guidelines.)
			Teacher will attend a state-sponsored career pathway professional development session(s) and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
			Teacher will attend a district- or complex area-sponsored career pathway professional development session(s) and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
			Teacher will attend a school-sponsored career pathway professional development session(s) and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
			Teacher will participate in a work-based learning internship and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
			Customize option _____
	Unit Plan that includes: - Duration of instruction - Standard/Benchmark - Essential Questions - Instructional Strategies - Activities - Assessment - Student Learning Data - Student Work Samples	Longitudinal student data: student proficiency data, student performance growth data (i.e. pre- and post-assessments); and student work samples	Teacher will attend a National career pathway conference to learn a new technology or innovation relevant to their CTE content area and utilize the concepts to improve student learning outcomes in the corresponding CTE course. (In accordance with DOE policies and guidelines.)
			Teacher will attend a vendor-sponsored career pathway conference to learn a new technology or innovation relevant to their CTE content area and utilize the concepts to improve student learning outcomes in the corresponding CTE course. (In accordance with DOE policies and guidelines.)
			Teacher will attend a state-sponsored career pathway professional development session(s) and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
			Teacher will attend a district- or complex area-sponsored career pathway professional development session(s) and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
			Teacher will attend a school-sponsored career pathway professional development session(s) and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
			Teacher will participate in a work-based learning internship and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
			Customize option _____
	Implementation plan with follow-up in succeeding year to include: - Copy of unit plan - Timeline for implementation and data collection - Student learning data and deliverables (evidence) to be collected and where it will be housed - Individual(s) responsible for follow-up		Teacher will attend a National career pathway conference to learn a new technology or innovation relevant to their CTE content area and utilize the concepts to improve student learning outcomes in the corresponding CTE course. (In accordance with DOE policies and guidelines.)

									Teacher will attend a vendor-sponsored career pathway conference to learn a new technology or innovation relevant to their CTE content area and utilize the concepts to improve student learning outcomes in the corresponding CTE course. (In accordance with DOE policies and guidelines.)
									Teacher will attend a state-sponsored career pathway professional development session(s) and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
									Teacher will attend a district- or complex area-sponsored career pathway professional development session(s) and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
									Teacher will attend a school-sponsored career pathway professional development session(s) and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
									Teacher will participate in a work-based learning internship and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
									Customize option _____
PROFESSIONAL DEVELOPMENT FOR STUDENT GROWTH	PD ST GRWTH	**Professional Development:** CTE teachers participate in a variety of professional development opportunities directed toward continuous improvement. The focus for professional development are research-based processes, tools, and techniques that transform classroom curriculum, instruction, and assessment. *STRIVE HI* Goal 2: Staff Success. The Department has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success. *Priority Strategies*: Educator Effectiveness	*Perkins 1-* Strengthen academic and career and technical skills of students in CTE programs through the integration of academics. *Perkins 5-* Provide in-service and pre-service professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction.	SF, 4. Research-based professional development is provided for all teachers, counselors, and administrators and is an integral part of the school's improvement plan. Professional development for the school staff is done on a regular basis with a focus on a common, agreed-upon plan that has clear, attainable objectives and is consistent with the school's vision. All teachers who attend professional development activities, feedback and share information/resources gained.	Teacher professional development leading to student growth in CTE programs of study.	Identified Area for Student Growth	EES SLO that incorporates teacher learning and/or new instructional strategy	Longitudinal student performance data that identifies areas for improvement, student performance growth data (i.e. pre- and post-assessments), student proficency data, and student work samples		Teacher will attend a National career pathway conference to learn a new technology or innovation relevant to their CTE content area and utilize the concepts to improve student learning outcomes in the corresponding CTE course. (In accordance with DOE policies and guidelines.)
									Teacher will attend a vendor-sponsored career pathway conference to learn a new technology or innovation relevant to their CTE content area and utilize the concepts to improve student learning outcomes in the corresponding CTE course. (In accordance with DOE policies and guidelines.)
									Teacher will attend a state-sponsored career pathway professional development session(s) and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
									Teacher will attend a district- or complex area-sponsored career pathway professional development session(s) and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
									Teacher will attend a school-sponsored career pathway professional development session(s) and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
									Teacher will participate in a work-based learning internship and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
							Unit Plan that includes: - Duration of instruction - Standard/Benchmark - Essential Questions - Instructional Strategies - Activities - Assessment - Student Learning Data - Student Work Samples	Longitudinal student performance data that identifies areas for improvement, student performance growth data (i.e. pre- and post-assessments), student proficency data, and student work samples	Teacher will attend a National career pathway conference to learn a new technology or innovation relevant to their CTE content area and utilize the concepts to improve student learning outcomes in the corresponding CTE course. (In accordance with DOE policies and guidelines.)
									Teacher will attend a vendor-sponsored career pathway conference to learn a new technology or innovation relevant to their CTE content area and utilize the concepts to improve student learning outcomes in the corresponding CTE course. (In accordance with DOE policies and guidelines.)
									Teacher will attend a state-sponsored career pathway professional development session(s) and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
									Teacher will attend a district- or complex area-sponsored career pathway professional development session(s) and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
									Teacher will attend a school-sponsored career pathway professional development session(s) and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
									Teacher will participate in a work-based learning internship and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
									Customize option _____
							Implementation plan with follow-up in succeeding year to include: - Copy of unit plan - Timeline for implementation and data collection - Student learning data and deliverables (evidence) to be collected and where it will be housed - Individual(s) responsible for follow-up		Teacher will attend a National career pathway conference to learn a new technology or innovation relevant to their CTE content area and utilize the concepts to improve student learning outcomes in the corresponding CTE course. (In accordance with DOE policies and guidelines.)
									Teacher will attend a vendor-sponsored career pathway conference to learn a new technology or innovation relevant to their CTE content area and utilize the concepts to improve student learning outcomes in the corresponding CTE course. (In accordance with DOE policies and guidelines.)
									Teacher will attend a state-sponsored career pathway professional development session(s) and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
									Teacher will attend a district- or complex area-sponsored career pathway professional development session(s) and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
									Teacher will attend a school-sponsored career pathway professional development session(s) and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
									Teacher will participate in a work-based learning internship and utilize the concepts to improve student learning outcomes in the corresponding CTE course.
									Customize option _____
						Other _____		Customize option _____

Note: "Other _____" and "Customize option _____" appear in separate header cells above the PROFESSIONAL DEVELOPMENT FOR STUDENT GROWTH section.

PROFESSIONAL DEVELOPMENT FOR PROGRAM INNOVATION	PD PROG INNOV	**Professional Development:** CTE teachers participate in a variety of professional development opportunities directed toward continuous improvement. The focus for professional development are research-based processes, tools, and techniques that transform classroom curriculum, instruction, and assessment. *STRIVE HI* Goal 2: Staff Success. The Department has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success. *Priority Strategies*: Educator Effectiveness	*Perkins 5-* Provide in-service and pre-service professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. *Perkins 7-* Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	SF, 4. Research-based professional development is provided for all teachers, counselors, and administrators and is an integral part of the school's improvement plan. Professional development for the school staff is done on a regular basis with a focus on a common, agreed-upon plan that has clear, attainable objectives and is consistent with the school's vision. All teachers who attend professional development activities, feedback and share information/resources gained.	Teacher professional development leading to the innovative transformation of CTE programs of study.	Innovative Processes and/or Systematic Change	Unit Plan that includes: - Duration of instruction - Standard/Benchmark - Essential Questions - Instructional Strategies for the Use of Innovative Processes - Activities - Assessment - Student Learning Data - Student Work Samples	Longitudinal student performance data that identifies areas for improvement, student performance growth data (i.e. pre- and post-assessments), student proficiency data, and student work samples	Teacher will attend a National career pathway conference to learn a new technology or innovation relevant to their CTE content area and utilize the concepts to improve student learning outcomes in the corresponding CTE course. (In accordance with DOE policies and guidelines.)
									Teacher will attend a vendor-sponsored career pathway conference to learn a new technology or innovation relevant to their CTE content area and utilize the concepts to improve student learning outcomes in the corresponding CTE course. (In accordance with DOE policies and guidelines.)
									Teacher will attend a state-sponsored career pathway professional development session(s) and utilize the technology to improve student learning outcomes in the corresponding CTE course.
									Teacher will attend a district- or complex area-sponsored career pathway professional development session(s) and utilize the technology to improve student learning outcomes in the corresponding CTE course.
									Teacher will attend a school-sponsored career pathway professional development session(s) and utilize the technology to improve student learning outcomes in the corresponding CTE course.
									Teacher will participate in a work-based learning internship and utilize the technology to improve student learning outcomes in the corresponding CTE course.
									Customize option _____
								Teacher data (e.g. longitudinal student data, EES SLO that includes instructional strategies, EES observation that shows effective implementation of strategies, curriculum map or lesson plan that incorporates instructional strategies)	Teacher will attend a National career pathway conference to learn a new technology or innovation relevant to their CTE content area and utilize the concepts to improve student learning outcomes in the corresponding CTE course. (In accordance with DOE policies and guidelines.)
									Teacher will attend a vendor-sponsored career pathway conference to learn a new technology or innovation relevant to their CTE content area and utilize the concepts to improve student learning outcomes in the corresponding CTE course. (In accordance with DOE policies and guidelines.)
									Teacher will attend a state-sponsored career pathway professional development session(s) and utilize the technology to improve student learning outcomes in the corresponding CTE course.
									Teacher will attend a district- or complex area-sponsored career pathway professional development session(s) and utilize the technology to improve student learning outcomes in the corresponding CTE course.
									Teacher will attend a school-sponsored career pathway professional development session(s) and utilize the technology to improve student learning outcomes in the corresponding CTE course.
									Teacher will participate in a work-based learning internship and utilize the technology to improve student learning outcomes in the corresponding CTE course.
									Customize option _____
								School Data (e.g. CTE program of study completer student performance data - proficiency and/or growth, English and math scores, CTE program of study completer data, DCAPS data, CTE Honors Recognition data)	Teacher will attend a National career pathway conference to learn a new technology or innovation relevant to their CTE content area and utilize the concepts to improve student learning outcomes in the corresponding CTE course. (In accordance with DOE policies and guidelines.)
									Teacher will attend a vendor-sponsored career pathway conference to learn a new technology or innovation relevant to their CTE content area and utilize the concepts to improve student learning outcomes in the corresponding CTE course. (In accordance with DOE policies and guidelines.)
									Teacher will attend a state-sponsored career pathway professional development session(s) and utilize the technology to improve student learning outcomes in the corresponding CTE course.
									Teacher will attend a district- or complex area-sponsored career pathway professional development session(s) and utilize the technology to improve student learning outcomes in the corresponding CTE course.
									Teacher will attend a school-sponsored career pathway professional development session(s) and utilize the technology to improve student learning outcomes in the corresponding CTE course.
									Teacher will participate in a work-based learning internship and utilize the technology to improve student learning outcomes in the corresponding CTE course.
									Customize option _____
								Implementation plan with follow-up in succeeding year to include: - Copy of unit plan that includes the integration of the innovative process - Timeline for implementation and data collection - Student deliverables (evidence) to be collected and where it will be housed - Individual(s) responsible for follow-up	Teacher will attend a National career pathway conference to learn a new technology or innovation relevant to their CTE content area and utilize the concepts to improve student learning outcomes in the corresponding CTE course. (In accordance with DOE policies and guidelines.)
									Teacher will attend a vendor-sponsored career pathway conference to learn a new technology or innovation relevant to their CTE content area and utilize the concepts to improve student learning outcomes in the corresponding CTE course. (In accordance with DOE policies and guidelines.)
									Teacher will attend a state-sponsored career pathway professional development session(s) and utilize the technology to improve student learning outcomes in the corresponding CTE course.
									Teacher will attend a district- or complex area-sponsored career pathway professional development session(s) and utilize the technology to improve student learning outcomes in the corresponding CTE course.
									Teacher will attend a school-sponsored career pathway professional development session(s) and utilize the technology to improve student learning outcomes in the corresponding CTE course.
									Teacher will participate in a work-based learning internship and utilize the technology to improve student learning outcomes in the corresponding CTE course.
									Customize option _____
							Other _____	Other _____	Customize option _____

QUAD D LEARNING PROFICIENCY	QUAD D PROFCNT	**Quad D Learning:** Curriculum is complex, offering real world problem-based learning and assessments that have meaning for students and prepare them for broad career fields or further education.	*Perkins 1-* To strengthen the academic and career and technical skills of students participating in career and technical education programs. *Perkins 7* -Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	SI -2. Lessons are purely based on Career Pathway and/or Industry Validated Standards and fall into Quadrants C and D in the Rigor/Relevance Framework. Students use higher order thinking to produce student work (products or performances). Skills are contextualized in complex real-world unpredictable situations requiring thoughtful problem solving and the integration of knowledge and skills from different disciplines and include higher order thinking.	Proficiency in CTE standards/benchmarks in program of study course using problem-based learning.				
QUAD D LEARNING GROWTH	QUAD D GRWTH	**Quad D Learning:** Curriculum is complex, offering real world problem-based learning and assessments that have meaning for students and prepare them for broad career fields or further education.	*Perkins 1-* To strengthen the academic and career and technical skills of students participating in career and technical education programs. *Perkins 7* -Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	SI -2. Lessons are purely based on Career Pathway and/or Industry Validated Standards and fall into Quadrants C and D in the Rigor/Relevance Framework. Students use higher order thinking to produce student work (products or performances). Skills are contextualized in complex real-world unpredictable situations requiring thoughtful problem solving and the integration of knowledge and skills from different disciplines and include higher order thinking.	Improved proficiency of CTE standards/benchmarks by at least one level between pre- and post-assessments or between formative and final assessments program of study course using problem-based learning.				
QUAD D PROBLEM-BASED LEARNING	PBL QUAD D	**Quad D Learning:** Curriculum is complex, offering real world problem-based learning and assessments that have meaning for students and prepare them for broad career fields or further education.	*Perkins 1-* To strengthen the academic and career and technical skills of students participating in career and technical education programs. *Perkins 4-* Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. *Perkins 7* -Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	SI -2. Lessons are purely based on Career Pathway and/or Industry Validated Standards and fall into Quadrants C and D in the Rigor/Relevance Framework. Students use higher order thinking to produce student work (products or performances). Skills are contextualized in complex real-world unpredictable situations requiring thoughtful problem solving and the integration of knowledge and skills from different disciplines and include higher order thinking.	Proficiency of CTE standards/benchmarks using Quadrant D problem-based learning/assessment.				
DUAL CREDIT ARTICULATED PROGRAMS OF STUDY	DCAPS	**Implementation of State-Approved Dual Credit Articulated Program of Study (DCAPS):** Provides the opportunity for high school students to obtain college credit after completing a POS that has been approved as a DCAPS. This supports the Strive Hi Goal: Student Success: All students demonstrate they are on a path toward success in college, career and citizenship.	*Perkins 2* -Link CTE at the secondary level and the postsecondary level, including by offering the relevant elements of not less than one program of study described in Section 122(c)(1)(A).	SC1. Academic and CTE teachers with postsecondary and industry partners offer a sequence of (required and recommended) academic and CTE courses in a career pathway. The sequence of courses in a program of study leading to further education and/or credits earned at the postsecondary level, placement in high skill, wage, employment, demand, and/or apprenticeship programs.	Achieve proficiency of state identified assessment to obtain a free college credit through the DCAPS approved agreement process.				
INCREASE CTE HONORS DESIGNATION	INCRSE HNR DESG	**CTE Honors Designation:** CTE teachers have clearly identified specific Common Core and Career Pathway Standards addressed in each course. All students meet proficiency with course work that is rigorous and relevant. Regular assessments are given to monitor student progress throughout the course. The participation in a performance-based assessment is required for special recognition.	*Perkins 1-* Strengthen academic and career and technical skills of students in CTE programs through the integration of academics. *Perkins 8-* Provide services and activities of sufficient size, scope, and quality to be effective.	SI -2. Lessons are purely based on Career Pathway and/or Industry Validated Standards and fall into Quadrants C and D in the Rigor/Relevance Framework. Students use higher order thinking to produce student work (products or performances). Skills are contextualized in complex real-world unpredictable situations requiring thoughtful problem solving and the integration of knowledge and skills from different disciplines and include higher order thinking.	Increase the number of students who meet proficiency on all assessments to obtain a CTE Honors Designation.				