

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
INTEGRATION OF COMMON CORE (ELA) PROFICIENCY	ELA PROFCNT	Targeted CTE / Integrated academic standards in Common Core English Language Arts for Technical Subjects are clearly identified, addressed and measured. <i>STRIVE HI</i> Goal 1: Student Success. All DOE students demonstrate they are on a path toward success in college, career, and citizenship.	<i>Perkins 1-</i> Strengthen academic and career and technical skills of students in CTE programs through the integration of academics. <i>Perkins 8-</i> Provide services and activities of sufficient size, scope, and quality to be effective.	<i>QI:</i> CC; CE-1; CD (SC-2 / SC-3 / SI-1). CTE teachers integrate core academic subjects into all CTE courses where applicable. Teachers clearly identify specific Career Pathway Standards and pertinent academic core standards in Common Core English Language Arts (ELA) / Math / Science / Social Studies addressed in each course. CTE skills, knowledge, and processes are integrated with general learner outcomes, Common Core, HCPS III, Career Pathway Standards, and/or other applicable National or Industry Standards. Targeted standards in both CTE and academic areas are clearly aligned with assessments that provide data that measure proficiency and can be analyzed to inform and drive instruction.	Proficiency in CTE and CCSS ELA standards/benchmarks in program of study course.
INTEGRATION OF COMMON CORE (ELA) GROWTH	ELA GRWTH	Targeted CTE / Integrated academic standards in Common Core English Language Arts for Technical Subjects are clearly identified, addressed and measured. <i>STRIVE HI</i> Goal 1: Student Success. All DOE students demonstrate they are on a path toward success in college, career, and citizenship.	<i>Perkins 1-</i> Strengthen academic and career and technical skills of students in CTE programs through the integration of academics. <i>Perkins 8-</i> Provide services and activities of sufficient size, scope, and quality to be effective.	<i>QI:</i> CC; CE-1; CD (SC-2 / SC-3 / SI-1). CTE teachers integrate core academic subjects into all CTE courses where applicable. Teachers clearly identify specific Career Pathway Standards and pertinent academic core standards in Common Core English Language Arts (ELA) / Math / Science / Social Studies addressed in each course. CTE skills, knowledge, and processes are integrated with general learner outcomes, Common Core, HCPS III, Career Pathway Standards, and/or other applicable National or Industry Standards. Targeted standards in both CTE and academic areas are clearly aligned with assessments that provide data that measure proficiency and can be analyzed to inform and drive instruction.	Improved proficiency of CTE and CCSS ELA standards/benchmarks by at least one level between pre- and post- assessments or between formative and final assessments program of study course.
ACADEMIC INTEGRATION PROFICIENCY	ACA INT PROFCNT	ACADEMIC INTEGRATION OF OTHER SUBJECT AREAS (<i>Integration of Academics</i>) Targeted CTE / Integrated academic standards in relevant / applicable subject areas are clearly identified, addressed and measured. <i>STRIVE HI</i> Goal 1: Student Success. All DOE students demonstrate they are on a path toward success in college, career, and citizenship.	<i>Perkins 1-</i> Strengthen academic and career and technical skills of students in CTE programs through the integration of academics. <i>Perkins 6-</i> Provide services and activities of sufficient size, scope, and quality to be effective.	<i>QI:</i> CC; CE-1; CD (SC-2 / SC-3 / SI-1). CTE teachers integrate core academic subjects into all CTE courses where applicable. Teachers clearly identify specific Career Pathway Standards and pertinent academic core standards in Common Core English Language Arts (ELA) / Math / Science / Social Studies addressed in each course. CTE skills, knowledge, and processes are integrated with general learner outcomes, Common Core, HCPS III, Career Pathway Standards, and/or other applicable National or Industry Standards. Targeted standards in both CTE and academic areas are clearly aligned with assessments that provide data that measure proficiency and can be analyzed to inform and drive instruction.	Proficiency in CTE technical skills and integrated academic subject area standards/benchmarks in program of study course.
ACADEMIC INTEGRATION GROWTH	ACA INT GWTH	ACADEMIC INTEGRATION OF OTHER SUBJECT AREAS (<i>Integration of Academics</i>) Targeted CTE / Integrated academic standards in relevant / applicable subject areas are clearly identified, addressed and measured. <i>STRIVE HI</i> Goal 1: Student Success. All DOE students demonstrate they are on a path toward success in college, career, and citizenship.	<i>Perkins 1-</i> Strengthen academic and career and technical skills of students in CTE programs through the integration of academics. <i>Perkins 6-</i> Provide services and activities of sufficient size, scope, and quality to be effective.	<i>QI:</i> CC; CE-1; CD (SC-2 / SC-3 / SI-1). CTE teachers integrate core academic subjects into all CTE courses where applicable. Teachers clearly identify specific Career Pathway Standards and pertinent academic core standards in Common Core English Language Arts (ELA) / Math / Science / Social Studies addressed in each course. CTE skills, knowledge, and processes are integrated with general learner outcomes, Common Core, HCPS III, Career Pathway Standards, and/or other applicable National or Industry Standards. Targeted standards in both CTE and academic areas are clearly aligned with assessments that provide data that measure proficiency and can be analyzed to inform and drive instruction.	Improved proficiency of CTE technical skills and integrated academic subject area standards/benchmarks by at least one level between pre- and post-assessments or between formative and final assessments program of study course.
INCREASE NUMBER OF CONCENTRATORS	CONCENT	<i>Increased number of Concentrators.</i> Programs of study provided by school are non-duplicative sequence of required academic and CTE courses based on student interests, available resources and industry/economic/labor market trends. Students are supported in taking courses required for a pathway program of study.	<i>Perkins 1-</i> Strengthen academic and career and technical skills of students in CTE programs through the integration of academics. <i>Perkins 8-</i> Provide services and activities of sufficient size, scope, and quality to be effective.	<i>QI:</i> SA-3; SC-3; SC-4. Students have identified career and life goals and are pursuing articulated course sequences that will help them achieve their goals. The CTE department has designed and discussed registration information is detailed, organized by programs of study, emphasizes course and career planning sequence (grades 9-12) with long term goals in mind. Registration information is detailed, organized by programs of study.	Increase the number of students finishing program of study course sequences.
CONTINUANCE IN PROGRAM OF STUDY	POS	<i>Increased number of student continuing on to a cluster course from a core course.</i> Students are supported in completing a pathway program of study by graduation.	<i>Perkins 1-</i> Strengthen academic and career and technical skills of students in CTE programs through the integration of academics. <i>Perkins 8-</i> Provide services and activities of sufficient size, scope, and quality to be effective.	<i>QI:</i> SA-3; SC-3; SC-4. Students have identified career and life goals and are pursuing articulated course sequences that will help them achieve their goals. The CTE department has designed and discussed registration information is detailed, organized by programs of study, emphasizes course and career planning sequence (grades 9-12) with long term goals in mind. Registration information is detailed, organized by programs of study.	Increase number of students who move from core to cluster-level courses in a CTE pathway program of study.
COMPLETION OF PROGRAM OF STUDY	COMPLET	<i>Increased number Completers.</i> Programs of study provided by school are non-duplicative sequence of required academic and CTE courses based on student interests, available resources and industry/economic/labor market trends. Students are supported in completing a pathway program of study by graduation.	<i>Perkins 1-</i> Strengthen academic and career and technical skills of students in CTE programs through the integration of academics. <i>Perkins 8-</i> Provide services and activities of sufficient size, scope, and quality to be effective.	<i>QI:</i> SA-3; SC-3; SC-4. Students have identified career and life goals and are pursuing articulated course sequences that will help them achieve their goals. The CTE department has designed and discussed registration information is detailed, organized by programs of study, emphasizes course and career planning sequence (grades 9-12) with long term goals in mind. Registration information is detailed, organized by programs of study.	Increase the number of students who complete a pathway program of study.
PROGRAM OF STUDY WORK-BASED LEARNING	POS WBL	WORK STUDY (<i>Work-based Experience, Internships</i>). Students participate in purposeful, focused work-based learning <i>connecting all aspects of an industry to their program of study.</i> Community, business and industry used by school / teachers to provide students work-based learning / extended learning experiences / internships that connect all aspects of industry with students' programs of study.	<i>Perkins 1-</i> Strengthen academic and career and technical skills of students in CTE programs. <i>Perkins 3-</i> Provide students strong experience in, and understanding of, <i>all aspects of an industry,</i> which may include work-based learning experiences. <i>Perkins 8-</i> Provide services and activities of sufficient size, scope, and quality to be effective.	<i>QI:</i> CG-1; CH (SC-1; SI-4; SI-5). The program of study non-duplicative sequence of courses are in an occupational focused area. Student proficiency in technical skills and knowledge include application and adaptation to work-based learning experiences and opportunities. Students are placed in work-based sites directly linked to their program of study and provided experiences in <i>all aspects of an industry.</i>	Proficiency in CTE course technical skills and knowledge through real-world applications / adaptations used in internship(s) / work-based experience(s) that address POS course standards/benchmarks.

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.	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 <i>general learner outcomes</i> , 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.
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.	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 <i>general learner outcomes</i> , 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.
SPECIAL POPULATIONS ACCOMMODATIONS MODIFICATIONS	SPEC ACC MOD	Special Populations Students Achievement (Accommodations & 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.	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.
NON-TRADITIONAL PROFICIENCY	NONTRD PROFCNT	Non-Traditional Students Achievement (Proficiency): The progress and achievement of non-traditional students are monitored for proficiency.	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 <i>general learner outcomes</i> , 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.
NON-TRADITIONAL GROWTH	NONTRD GRWTH	Non-Traditional Students Achievement (Growth): The progress and achievement of non-traditional students are monitored for growth.	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 <i>general learner outcomes</i> , 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.
NON-TRADITIONAL ACCOMMODATIONS MODIFICATIONS	NONTRD ACC MOD	Non-Traditional Students Achievement (Accommodations & 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.	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.

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.	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.
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.	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 employment and know how to prepare themselves to meet 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.
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.	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 teacher, 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.
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.	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 teacher, 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.
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.	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 teacher, 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 CTE programs of study.

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 DESC	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.