Date: 5/23/2023

Theory of Action (If, Then, And Statement):

If the administration provides students with more opportunities for academic and career planning and add more options for CTE courses as well as increase awareness of the local CTE program, then CTE enrollment and the number of student cluster concentrators and certifications will increase and students will have more direction for their post-secondary goals.

What's the focus or direction? To improve student planning for academic and career goals and more CTE courses and provide awareness of CTE opportunities within the district.

What's the expected outcome? To increase CTE enrollment and number of student cluster concentrators and certifications.

What potential implementation challenges need to be addressed? Full development and implementation of a structured SDMyLife usage plan, organizing, and funding more class offerings

Milestone 1 (what to accomplish this year): Implement Graduation Maps with a structured usage plan; develop CTE increased awareness through a website and course options map which aligns to the basic, CTE, or advanced graduation opportunities (i.e. AP, Regent Scholars).

Milestone 2 (what to accomplish next year): Expand class offerings and cluster opportunities

Action Plan What actions/ tasks will be used to achieve this milestone? What resources are required to implement the plan?	Timeline When will the actions/ tasks occur?	Participation and Commitments Who is involved and what role do they play? Consider Principals, CTE Team Members, Other Staff Members	Indicate completion of actions/tasks
Action 1: Develop increased implementation graduation maps at CEB HS through the CTE Coordinator and teacher planning, as well as exploration opportunities as a guiding piece in student understanding of CTE career and cluster pathways. Steps to be completed: 1. Lay out a plan to implement graduation maps with a clear structure and grade-level career planning goals so that all students have access to planning for CTE career and cluster pathways. 2. Monitoring of implementation of graduation maps to be completed to include its use by all C-EB HS students. 3. Student field trips to technical institutes and industry locations to explore career interest opportunities. 4. Bring in industry leaders (local and semi-local) to present to students and provide opportunities for job shadowing. 5. Incoming Freshman through Senior parent orientation, to include	1. Ongoing Monitoring 2. Ongoing Monitoring 3. Ongoing Monitoring 4. Ongoing Monitoring 5. BOY fall 2023 and periodically through the year for reinforcement of communications. 6. Develop and monitor implementation in fall of 2023.	1. CTE Coordinator, Career & Academic Coach 2. CTE Coordinator, Career & Academic Coach 3. CTE Coordinator, Career & Academic Coach 4. CTE Coordinator, Career & Academic Coach 5. CTE Coordinator, Career & Academic Coach 6. CTE Coordinator, Career & Academic Coach	1.1; 1.2; 1.3; 1.4

Action	Timeline	Responsible	Indicator
6. Implement a monitoring program to ensure course completions to increase cluster completers.			
CTE programming, options, and internships opportunities.			
Resources Required: Expenses include student travel for field experiences, job shadowing transportation, collegiate experiences, etc.			
Action 2: Develop ways to INCREASE awareness of the CTE program in grades K-12. This includes (but is not limited to): 1. Increased and quarterly use of the CTE page on school website 2. Development of a CTE Course Map that highlights CTE clusters and concentrator and certification opportunities 3. Increased submission of highlights of CTE cluster activity in the local paper and social media, to be routed through the Superintendent or BIE School Supervisor. 4. Increase and develop opportunities to display CTE projects at school events and to promote graduation target years for completership 5. Promote and/or develop posters displaying CTE opportunities 6. Increased and timely advertising of CTE events 7. Increase CTE career exposure and promotion for students in all grade levels, through the implementation of Advancement via Individual Determination (AVID) practices.	1. Monitor Quarterly 2. December 2023 3. Monitor Quarterly 4. Monitor Quarterly 5. December 2023 6. Monitor Quarterly 7. Monitor Quarterly	1. CTE Coordinator, CTE Teachers 2. CTE Coordinator, Career & Academic Coach 3. CTE Coordinator, CTE Teachers 4. CTE Coordinator, CTE Teachers, Career & Academic Coach 5. Career & Academic Coach 6. CTE Coordinator, Career & Academic Coach 7. CTE Coordinator, CTE Teachers, Administrators	
Resources Required: Costs incurred for development of materials and resources			
Action 3: Add additional class offerings and develop other CTE clusters based on student interest and industry demand. This includes (but is not limited to): 1. Offer dual-credit courses that lead to certifications (i.e. Southeast Tech) 2. Develop work-based learning opportunities 3. Connect school credit opportunities to local programs (i.e. Four Bands) 4. Develop capstone project classes *to include industry certifications.* 5. Adding a cluster as determined by student interest 6. Develop certification opportunities (i.e. NCRC, SafeServ, etc.) 7. Develop and maintain community partnerships to provide soft-skills and career opportunities.	1. Ongoing Monitoring 2. Ongoing Monitoring 3. December 2023 4. BOY and Quarterly Monitoring 5. Ongoing Monitoring 6. BOY and Quarterly Monitoring 7. BOY and Quarterly Monitoring	1. Career & Academic Coach, HS Teachers 2. CTE Coordinator 3. CTE Coordinator, Career & Academic Coach, HS Teachers 4. CTE Coordinator 5. Administration, CTE Coordinator, Career & Academic Coach, HS Teachers 6. Administration, CTE Coordinator, Career & Academic Coach, HS Teachers 7. Administration, CTE Coordinator, Career & Academic Coach, HS Teachers	1.1; 1.2; 1.5
Resources Required: System to monitor dual-credit students, course fee assistance, materials and supplies, etc.			
Evidence of Progress (How will you know the efforts are leading to success?) What data points/sources will be analyzed?			

Action Step #1:
- A spreadsheet/system is maintained and monitored through the year for consistency and progress.

Action Step #2:
- Product: CTE Calendar of Opportunities
- Product: Advertisement and Promotional Artifacts
- Product: Career Fairs, SD DOL, Military Recruitment for Careers, Internships, Job Shadowing Experiences

Action Step #3:
- Enrollment Data - Accessible through SDDOE Launch Pad Application
- Compare Enrollment and Course Completion Data for progress monitoring purposes

End of the Year 1 Milestone Attainment Progress:
Were the actions/tasks completed? How was the milestone accomplished (provide evidence)?

Monitor Historical Graduation Data –
- 2020 – 57 graduates
- 2021 – 45 graduates
- 2022 – 49 graduates
- 2023 – 72 graduates
- 2024 –

Objectives for Action #1 –
Objectives for Action #2 –
Objectives for Action #3 –

End of /the Year 2 Milestone Attainment Progress:
Were the actions/tasks completed? How was the milestone accomplished (provide evidence)?
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Theory of Action (If, Then, And Statement): If administrators provide CTE teachers with opportunities and funding to align their courses with the state CTE program, purchase curriculum and materials, have training and collegial support experiences, and develop extracurricular activities that align with their programs, then CTE teachers will feel more satisfied in their positions, and teacher retention and recruitment will improve.
What's the focus or direction? Provide CTE teachers with materials, curriculum, training, and collaboration opportunities with other CTE teachers.
What's the expected outcome? To create increased program outcomes through organization of focus items.

What potential implementation challenges need to be addressed? Scheduling issues with non-elective course loads for elective courses which affects the ability to promotes, recruit, and develop consistent cluster completers; CTE Teachers teaching non-CTE courses – detracting from programmatic success; the lack of general education and fine arts teachers to alleviate the scheduling issues.

Milestone 1 (what to accomplish this year): Developing current CTE classes to align with CTE standards and creating a pathway for concentrators
Milestone 2 (what to accomplish next year): Add/ develop CTE organizations

Action Plan What actions/ tasks will be used to achieve this milestone? What resources are required to implement the plan?	Timeline When will the actions/ tasks occur?	Participation and Commitments Who is involved and what role do they play? Consider Principals, CTE Team Members, Other Staff Members	Indicate completion of actions/tasks
Action 1: Develop current C-EB CTE courses to align with the state CTE program to include clear pathways to cluster concentrators and certifications. This includes (but is not limited to): 1. ~~Realign CTE classes to the state CTE standards within a cluster, including class names, descriptions, and vertical pathway.~~ 2. Provide training, guidance, and support to CTE teachers to align instruction to CTE course descriptions 3. Collaborative approach will be utilized to identify and evaluate curricular resources for instructional purposes 4. Provide student opportunities within a CTE cluster to obtain industry certifications.	1. Ongoing Monitoring 2. BOY, Ongoing Monthly Team Meetings 3. Summer of 2023, Ongoing 4. Monitor Quarterly	1. CTE Coordinator 2. CTE Coordinator, Career & Academic Coach, Curriculum Director 3. CTE Coordinator, Career & Academic Coach, Curriculum Director, HS Teachers 4. Administration, CTE Coordinator, Career & Academic Coach, Curriculum Director, HS Teachers	1.1
Resources Required: Expenses involved with teacher planning and implementation, PD fees, substitute pay, course equipment and materials			
Action 2: 1. Identify ways to increase development of soft-skills to promote success within the workplace and society, with the inclusion and support of families. 2. INCREASE student CTE organizations to support student learning and connect the teacher and students to other state and national participants. This includes (but is not limited to): - AISES - Educators United - FFA - FBLA - Etc.	1. BOY and Monitor Quarterly 2. BOY and Monitor Quarterly	1. CTE Teachers, CTE Coordinator, Administration, Career & Academic Coach 2. CTE Teachers, CTE Coordinator, Administration, Career & Academic Coach	

*Considerations to the schedule on how/ when these groups could meet may need to be made.

Resources Required: Funding for student travel and food expenses to events, event fees, project materials and resources, extracurricular pay for advisors, transportation

Evidence of Progress (How will you know the efforts are leading to success?) What data points/sources will be analyzed?

Action Step #1:
- Initial onboarding for new teachers and those who are teaching new cluster courses – organize and document
- CTE Enrollment Report comparison with Student Cluster Concentrator Report, Student Cluster Certifications Report
- Provide monthly team meetings, curricular evaluation and monitoring, and training opportunities for the CTE Team

Action Step #2:
- Student sign-ups and participation data for events and opportunities.
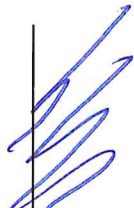
End of the Year 1 Milestone Attainment Progress:
Were the actions/tasks completed? How was the milestone accomplished (provide evidence)?
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End of the Year 2 Milestone Attainment Progress:
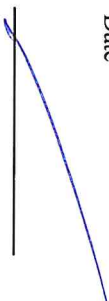Were the actions/tasks completed? How was the milestone accomplished (provide evidence)?
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_____   _____
Superintendent/Consortium Director Signature   Date   5/23/23

_____   _____
District Perkins Director Signature (if applicable)   Date