

**Poway Unified School District  
Career Technical Education**

**Strategic Planning Work Plan**

<b>GOAL 1:</b> Provide early experiences for every student to gain exposure to and explore a full array of post-secondary, college and career choices.			
<b>Action Steps</b>	<b>Team Member(s) Responsible</b>	<b>Timeline</b>	<b>Resources Needed</b>
Define clearly what a “full array of college and career choices” means to us.	CTE Focus Group members, District leaders, stakeholders.		
Assess and document what kinds of exposure and activities are currently available to elementary, middle, and high school students.	CTE Leadership Team		
Survey elementary, middle and high school principals, counselors and teachers to determine what is occurring.	CTE Leadership Team		
Determine a variety of activities to engage students in thinking about college/career choices at each grade level.	CTE Focus Group, Grade Level Teams		
Agree upon a selection of activities to occur at each grade level.	All stakeholders		
Develop a plan for alignment between all grades.	CTE Focus Group and Grade Level Teams		
Create action plans and identify resources to make selected activities available at middle school level.	CTE Leadership Team and Middle School Team		
Create action plans and identify resources to make selected activities available at high school level.	CTE Leadership Team and High School Team		
Create action plans and identify resources to make selected activities available at elementary school level.	CTE Leadership Team and Elementary Team		

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Promote college and career awareness and CTE benefits to targeted audiences (key stakeholders: students, parents, administrators, counselors, teachers, staff, employers, community).	CTE Leadership Team		
Publish findings and show examples of positive collaborations and best practices.	CTE Leadership Team		

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<b>GOAL 2: Reinforce, integrate with and deliver core academic content (English, mathematics, social sciences, and science).</b>			
<b>Action Steps</b>	<b>Team Member(s) Responsible</b>	<b>Timeline</b>	<b>Resources Needed</b>
For each CTE course offered, identify core academic subject area course(s) with similar foundations in academic standards.	CTE Leadership Team, Focus Group members, Teachers (academic and CTE), LSS representatives		
Determine which standards should be met in each CTE course and modify curriculum to align CTE courses to those academic content standards through curricular mapping or by using CTE On-line or other similar software.	CTE Leadership Team and Teachers		
Design co-curriculum teams between CTE teachers and academic teachers to develop cross-curricular assignments and projects or themes.	CTE Leadership Team, Teachers, and site administration		
Explore common prep periods and other means to allow cross-curricular collaboration.	CTE Leadership Team, Site Administrators, Department Chairs		
Identify ways to strengthen academic course content of CTE courses and strengthen relevance in academic courses where necessary.	CTE Leadership Team, Teachers		
Research models and options to provide full or partial academic credit for CTE courses.	CTE Focus Group, Teachers		
Develop a list of criteria to be met by CTE courses in order to be eligible to provide academic credit to students.	CTE Leadership Team, Focus Group, LSS, Teachers		

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<b>GOAL 3:</b> Offers well-defined, articulated course sequences and experiences that foster the acquisition of knowledge, skills and attitudes necessary to prepare students for post-secondary study and careers in well paying, high-demand professions and occupations.			
<b>Action Steps</b>	<b>Team Member(s) Responsible</b>	<b>Timeline</b>	<b>Resources Needed</b>
Using current labor market information and economic forecasts, identify potentially well-paying, high-demand professions and occupations.	CTE Focus Group		
Offer capstone courses that prepare students for those professions and occupations.	CTE Leadership Team		
Develop multi-course sequences for students from grades 9 – 12.	CTE Leadership Team, Site Administration, Teachers		
Identify “island” courses (courses that exist on their own without connection to a higher or lower level course and identify potential course sequence opportunities.	CTE Leadership Team, Site Administration, Counselors, and Teachers		
Align courses with post-secondary institutions (through formal articulation agreements and/or through UC course approval).	Teachers and CTE Leadership Team		
Promote course sequences with all stakeholders.	CTE Leadership Team, Counselors and Teachers		
Participate in county-wide articulation coordination meetings and assist in the development of regional articulation agreements between community college districts and K-12 districts.	CTE Leadership Team		
Convene a committee of stakeholders to re-visit the high school graduate profile and graduation	CTE Leadership Team		

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<b>GOAL 4: Provide on-going opportunities for authentic, relevant, work-based experiences to students through effective business and industry partnerships and participation in student organizations.</b>			
<b>Action Steps</b>	<b>Team Member(s) Responsible</b>	<b>Timeline</b>	<b>Resources Needed</b>
Delineate the differences in function between the District's Partners in Education program and Career Technical Education.	CTE Leadership Team, Partners In Education Leaders and Cabinet		
Determine means for CTE to collaborate with current partners.	CTE Leadership Team and Partners In Education Leaders		
Determine need for, develop position and research ways to fund a full or part-time Employer Outreach Specialist position to coordinate employer-based activities at PUSD schools.	CTE Leadership Team, LSS		
Assess and document ways sites, teachers and programs are currently working with employers to meet this need (i.e., through internships, guest speakers, career days, field trips, advisory committees, senior projects, etc...)	CTE Leadership Team, Site Administrators, Counselors, Teachers		
Research other ways employers can be involved (teacher internships, use of industry retirees, etc ... ).	CTE Focus Group		
Create a marketing piece that outlines the ways business/industry can participate in providing relevant curriculum to students.	CTE Leadership Team		
Identify key businesses in the targeted industry clusters (identified in the work plan for Goal 3).	CTE Leadership Team		
Contact district partners and other businesses to ask them to become involved.	CTE Leadership Team		
Create a bank of employers interested in participating in particular ways.	CTE Leadership Team		
Provide teacher training on "all aspects of the industry" for the courses that they are teaching.	CTE Leadership Team		

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<b>GOAL 5: Maximize and leverage resources to ensure fiscal, facility, and personnel resources are used efficiently and effectively.</b>			
<b>Action Steps</b>	<b>Team Member(s) Responsible</b>	<b>Timeline</b>	<b>Resources Needed</b>
Develop a resource allocation plan for CTE courses based upon student enrollment numbers that allows for regular and systematic replacement and/or upgrade of equipment and software.	CTE Leadership Team		
Develop a long-range plan for facilities to include centralizing expensive, high-tech courses at a single location in the district rather than duplicating them at each high school site.	CTE Leadership Team		
Develop a list of characteristics to identify which courses may make sense to centralize.	CTE Leadership Team		
Work with BSS to identify potential sites, fiscal and transportation issues/solutions.	CTE Leadership Team, District Leaders		
Work with LSS, PSS and site staff to determine the potential impact of centralizing courses (i.e., choice/boundary issues, class size/core staffing issues)	CTE Leadership Team, District Leaders		
Develop a personnel strategy to address the need to be flexible with staffing to reflect student demand and workforce/industry needs.	CTE Leadership Team, Personnel Support Services		
Explore options with LSS, Personnel and PFT to provide for flexibility in staffing in the future.	CTE, PSS and PFT Leaders		
Provide on-going professional development to teachers in targeted areas annually.	CTE Leadership Team		

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<b>GOAL 6:</b> Systematically collect and share data to drive decisions and promote student achievement.			
<b>Action Steps</b>	<b>Team Member(s) Responsible</b>	<b>Timeline</b>	<b>Resources Needed</b>
Determine targets or key measures around which data needs to be collected.	CTE Leadership Team and Director of Assessment		
Identify data currently collected within the organization or by other entities that would be helpful for us to analyze.	CTE Leadership Team and Director of Assessment		
Conduct a data audit to determine which items we should continue to measure, which items to start measuring, and which items to stop collecting.	Director of Assessment		
Work with IT and Director of Assessment to build processes and systems to move data efficiently. (relationships)	CTE Leadership Team		
Provide professional development opportunities to teachers and staff to help institute a common language about data, owning our data, and sharing other people's data.	CTE Leadership Team and District Technology Trainer		
Provide professional development to teachers and staff to learn how to use and interpret data to ensure student learning.	CTE Leadership Team and District Technology Trainer		
Educate entire community about understanding and ownership of collected data.	CTE Leadership Team		
Develop processes and procedures for sharing data with students and parents that will result in parents and students understanding how to use and interpret data.	CTE Leadership Team and Director of Assessment		
After data gets to learners, survey learners to determine how schools can help to better facilitate learning.	CTE Leadership Team and Director of Assessment		