

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 Strategy
INTEGRATION OF COMMON CORE (ELA) PROFICIENCY	ELA PROFCTNT	Targeted CTE / Integrated academic standards in Common Core English Language Arts for Technical Subjects are clearly identified, addressed and measured. STRIVE HI Goal 1: Student Success. All DOE students demonstrate they are on a path toward success in college, career, and citizenship.	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.	QI- 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.	Analytical / Technical writing	Performance-based assessment related paper	Proficiency will be measured using a state-generated performance-based assessment related paper rubric.	Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper. Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
									Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to rubric. Culminating product is complete paper.
									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
									Customized option: _____
									Proficiency will be measured using a district-wide performance-based assessment related paper rubric.
									Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to rubric. Culminating product is complete paper.
									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
									Customized option: _____
									Proficiency will be measured using a school-wide writing assessment rubric.
									Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper. Same rubric used over time to evaluate level of proficiency over the school year and
									Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to rubric. Culminating product is complete paper.
									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
									Customized option: _____
									Proficiency will be measured using a department-wide writing assessment rubric.
									Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper. Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
									Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to rubric. Culminating product is complete paper.
									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
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									Proficiency will be measured using a classroom-based writing assessment rubric.
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Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.									
Customized option: _____									

						Persuasive writing	School-wide writing assessment assignment(s)	Proficiency will be measured using a school-wide writing assessment rubric.	Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper. Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
									Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to rubric. Culminating product is complete paper.
									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
									Customized option: _____
							Department-wide writing assessment assignment(s)	Proficiency will be measured using a department-wide writing assessment rubric.	Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper. Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
									Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to rubric. Culminating product is complete paper.
									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
									Customized option: _____
							Classroom-based writing assessment assignment(s)	Proficiency will be measured using a classroom-based writing assessment rubric.	Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper. Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
									Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to rubric. Culminating product is complete paper.
									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
									Customized option: _____
						Other _____	Other _____	Other _____	Customize Option: _____
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 III</i> Goal 1: Student Success. All DOE students demonstrate they are on a path toward success in college, career, and citizenship.	<i>Perkins I</i> - Strengthen academic and career and technical skills of students in CTE programs through the integration of academics. <i>Perkins II</i> - Provide services and activities of sufficient size, scope, and quality to be effective.	<i>Q1</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, HCTPS 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.	Analytical writing	Scaffolded writing pieces leading to a culminating performance-based assessment related paper	Proficiency will be measured using a state-generated performance-based assessment related paper rubric.	Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper. Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
									Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to rubric. Culminating product is complete paper.
									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
									Customized option: _____
								Proficiency will be measured using a district-wide performance-based assessment related paper rubric.	Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper. Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
									Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to rubric. Culminating product is complete paper.
									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
									Customized option: _____
							Formative school-wide writing assessment assignment(s)	Proficiency will be measured using a school-wide writing assessment rubric.	Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper. Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
									Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to rubric. Culminating product is complete paper.
									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
									Customized option: _____
							School-wide writing assessment assignment(s) pre- and post-sample(s)	Proficiency will be measured using a school-wide writing assessment rubric.	Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper. Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
									Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to rubric. Culminating product is complete paper.
									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
									Customized option: _____
							Formative department-wide writing assessment assignment(s)	Proficiency will be measured using a department-wide writing assessment rubric.	Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper. Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
									Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to rubric. Culminating product is complete paper.
									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
									Customized option: _____
							Department-wide writing assessment assignment(s) pre- and post-sample(s)	Proficiency will be measured using a department-wide writing assessment rubric.	Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper. Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
									Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to rubric. Culminating product is complete paper.
									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
									Customized option: _____
							Formative classroom-based writing assessment assignment(s)	Proficiency will be measured using a classroom-based writing assessment rubric.	Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper. Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
									Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to rubric. Culminating product is complete paper.

							Department-wide writing assessment assignment(s) pre- and post-sample(s)		Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper. Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
									Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to rubric. Culminating product is complete paper.
									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
									Customized option: _____
							Formative classroom-based writing assessment assignment(s)		Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper. Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
									Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to rubric. Culminating product is complete paper.
									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
									Customized option: _____
							Classroom-based writing assessment assignment(s) pre- and post-sample(s)		Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper. Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
									Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to rubric. Culminating product is complete paper.
									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
									Customized option: _____
ACADEMIC INTEGRATION PROFICIENCY	ACA INT PROFCN	ACADEMIC INTEGRATION OF OTHER SUBJECT AREAS (Integration of Academics) Targeted CTE / Integrated academic standards in relevant / applicable subject areas are clearly identified, addressed and measured. STRIVE III Goal 1: Student Success. All DOE students demonstrate they are on a path toward success in college, career, and citizenship.	Perkins 1- Strengthen academic and career and technical skills of students in CTE programs through the integration of academics. Perkins 6- Provide services and activities of sufficient size, scope, and quality to be effective.	Of: 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, HGPS 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.	Problem solving and critical thinking	Performance / project / problem-based task(s) / products.	Proficiency will be measured using a CTE pathway / program of study agreed upon assessment rubric.	Formative assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final product. Same rubric used to evaluate level of proficiency over time / school year and for culminating final product.
									Parts, sections of task assigned / scaffolded over time / school year, each to be assessed according to rubric up to culminating final product.
									Collaboration time with other subject area teachers to calibrate tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
									Customized option: _____
								Proficiency will be measured using a joint CTE and academic subject area generated assessment rubric.	Formative assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final product. Same rubric used to evaluate level of proficiency over time / school year and for culminating final product.
									Parts, sections of task assigned / scaffolded over time / school year, each to be assessed according to rubric up to culminating final product.
									Collaboration time with other subject area teachers to calibrate tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
									Customized option: _____
								Proficiency will be measured using a CTE department-wide assessment rubric.	Formative assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final product. Same rubric used to evaluate level of proficiency over time / school year and for culminating final product.
									Parts, sections of task assigned / scaffolded over time / school year, each to be assessed according to rubric up to culminating final product.
									Customized option: _____
								Proficiency will be measured using a course classroom-based assessment rubric.	Formative assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final product. Same rubric used to evaluate level of proficiency over time / school year and for culminating final product.
									Parts, sections of task assigned / scaffolded over time / school year, each to be assessed according to rubric up to culminating final product.
									Collaboration time with other subject area teachers to calibrate tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
									Customized option: _____
						Research / informative / analytical / technical writing	CTE pathway / program of study writing assessment assignment(s)	Proficiency will be measured using a CTE pathway / program of study agreed upon writing assessment rubric.	Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper. Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
									Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to rubric. Culminating product is complete paper.
									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
									Customized option: _____
							School-wide writing assessment assignment(s)	Proficiency will be measured using a school-wide writing assessment rubric.	Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper. Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
									Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to rubric. Culminating product is complete paper.
									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
									Customized option: _____
							Department-wide writing assessment assignment(s)	Proficiency will be measured using a department-wide writing assessment rubric.	Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper. Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.

									Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to rubric. Culminating product is complete paper.
									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
									Customized option: _____
							classroom-based writing assessment assignment(s)	Proficiency will be measured using a classroom-based writing assessment rubric.	Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper. Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
									Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to rubric. Culminating product is complete paper.
									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
									Customized option: _____
							Persuasive writing	CTE pathway / program of study writing assessment assignment(s)	Proficiency will be measured using a CTE pathway / program of study aged upon writing assessment rubric.
									Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to rubric. Culminating product is complete paper.
									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
									Customized option: _____
								School-wide writing assessment assignment(s)	Proficiency will be measured using a school-wide writing assessment rubric.
									Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper. Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
									Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to rubric. Culminating product is complete paper.
									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
									Customized option: _____
								Department-wide writing assessment assignment(s)	Proficiency will be measured using a department-wide writing assessment rubric.
									Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper. Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
									Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to rubric. Culminating product is complete paper.
									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
									Customized option: _____
								Classroom-based writing assessment assignment(s)	Proficiency will be measured using a classroom-based writing assessment rubric.
									Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper. Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
									Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to rubric. Culminating product is complete paper.
									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
									Customized option: _____
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 4-</i> Provide services and activities of sufficient size, scope, and quality to be effective.	<i>Q1-</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.	Number of students successful in completing program of study sequence and required academic core courses or CONCENTRATORS.	DATA on number of students meeting all requirements for a pathway program of study or CONCENTRATORS (Criteria: student meets proficiency in pathway Core / 1st year course core, cluster / 2nd year course in IN SEQUENCE and the required program of study academic core course).	Data of registration / enrollment counts of students in CTE course ACCNs, pertinent academic core course ACCNs	Customized option: _____ Mentor and/or provide students "Advisor/Advisee" structure with CTE teachers and / or department clarifying programs of study and connections to achievement, employability, and preparation for careers and college.
									Periodic formal / informal feedback, i.e. "exit pass" from students on their progress in programs of study, changes in student interest, and supports as needed.
									Coordinate collaboration time for students with teachers, CTE and/or academic core, and / or counselor to provide POS industry-related information for student to determine personal educational goals related to POS.
								Data monitoring students completing CTE pathway program of study and required academic core using transcripts.	Mentor and/or provide students "Advisor/Advisee" structure with CTE teachers and / or department clarifying programs of study and connections to achievement, employability, and preparation for careers and college.
									Periodic formal / informal feedback, i.e. "exit pass" from students on their progress in programs of study, changes in student interest, and supports as needed.
									Coordinate collaboration time for students with teachers, CTE and/or academic core, and / or counselor to provide POS industry-related information for student to determine personal educational goals related to POS.
								Data on students progressing in CTE pathway program of study for the school year.	Mentor and/or provide students "Advisor/Advisee" structure with CTE teachers and / or department clarifying programs of study and connections to achievement, employability, and preparation for careers and college.
									Periodic formal / informal feedback, i.e. "exit pass" from students on their progress in programs of study, changes in student interest, and supports as needed.
									Coordinate collaboration time for students with teachers, CTE and/or academic core, and / or counselor to provide POS industry-related information for student to determine personal educational goals related to POS.
								Other	Customized option: _____

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>QJ- SA-3; SC-3; SC-4.</i> 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.	Number of POTENTIAL CONCENTRATORS or students "on track" to successfully complete a pathway program of study	DATA on number of students continuing in a pathway program of study course sequence and its required academic core (Criteria: students taking cluster / 2nd year course in POS beyond pathway Core / 1st year course IN SEQUENCE and taking the required program of study academic core course).	Data on early informal registration or enrollment survey asking students on their decision in continuing beyond core in CTE pathway program of study.	Mentor and/or provide students "Advisor/Advisee" structure with CTE teachers and / or department clarifying programs of study and connections to achievement, employability, and preparation for careers and college.
									Periodic formal / informal feedback, i.e. "exit pass" from students on their progress in programs of study, changes in student interest, and supports as needed.
									Coordinate collaboration time for students with teachers, CTE and/or academic core, and / or counselor to provide POS industry-related information for student to determine personal educational goals related to POS.
									Customized option:
								Data on early / preliminary registration / enrollment counts of students in CTE course ACCNs, pertinent academic core course ACCN.	Mentor and/or provide students "Advisor/Advisee" structure with CTE teachers and / or department clarifying programs of study and connections to achievement, employability, and preparation for careers and college.
									Periodic formal / informal feedback, i.e. "exit pass" from students on their progress in programs of study, changes in student interest, and supports as needed.
									Coordinate collaboration time for students with teachers, CTE and/or academic core, and / or counselor to provide POS industry-related information for student to determine personal educational goals related to POS.
									Customized option:
								Data monitoring or tracking students continuing / progressing in CTE pathway program of study.	Mentor and/or provide students "Advisor/Advisee" structure with CTE teachers and / or department clarifying programs of study and connections to achievement, employability, and preparation for careers and college.
									Periodic formal / informal feedback, i.e. "exit pass" from students on their progress in programs of study, changes in student interest, and supports as needed.
									Coordinate collaboration time for students with teachers, CTE and/or academic core, and / or counselor to provide POS industry-related information for student to determine personal educational goals related to POS.
									Customized option:
COMPLETION OF PROGRAM OF STUDY	COMPLET	<i>Increased number of 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>QJ- SA-3; SC-3; SC-4.</i> 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.	Number of students completing pathway program of study sequence AND graduating as COMPLETERS.	DATA on number of students meeting all requirements for a pathway program of study and GRADUATING or COMPLETERS (Criteria: student meets proficiency in pathway Core / 1st year course core, cluster / 2nd year course in IN SEQUENCE and the required program of study academic core course).	Data of registration / enrollment counts of students in CTE course ACCNs, pertinent academic core course ACCNs	Mentor and/or provide students "Advisor/Advisee" structure with CTE teachers and / or department clarifying programs of study and connections to achievement, employability, and preparation for careers and college.
									Periodic formal / informal feedback, i.e. "exit pass" from students on their progress in programs of study, changes in student interest, and supports as needed.
									Coordinate collaboration time for students with teachers, CTE and/or academic core, and / or counselor to provide POS industry-related information for student to determine personal educational goals related to POS.
									Customized option:
								Data monitoring students completing / progressing in CTE pathway program of study and eligible at graduation using transcripts.	Mentor and/or provide students "Advisor/Advisee" structure with CTE teachers and / or department clarifying programs of study and connections to achievement, employability, and preparation for careers and college.
									Periodic formal / informal feedback, i.e. "exit pass" from students on their progress in programs of study, changes in student interest, and supports as needed.
									Coordinate collaboration time for students with teachers, CTE and/or academic core, and / or counselor to provide POS industry-related information for student to determine personal educational goals related to POS.
									Customized option:
								Data on graduation rates, numbers of completers for the school year.	Mentor and/or provide students "Advisor/Advisee" structure with CTE teachers and / or department clarifying programs of study and connections to achievement, employability, and preparation for careers and college.
									Periodic formal / informal feedback, i.e. "exit pass" from students on their progress in programs of study, changes in student interest, and supports as needed.
									Coordinate collaboration time for students with teachers, CTE and/or academic core, and / or counselor to provide POS industry-related information for student to determine personal educational goals related to POS.
									Customized option:
PROGRAM OF STUDY WORK-BASED LEARNING	POS WBL	<i>WORK STUDY/ Work-based Experience. Internships.</i> Students participate in purposeful, focused work-based learning connecting all aspects of an industry to their program of study. 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, all aspects of an industry, 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>QJ- CG-1; CH (SC-1; SI-4; SI-5).</i> 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 all aspects of an industry.	Proficiency in CTE course technical skills and knowledge through real-world applications / adaptations used in internships/ work-based experience(s) that address POS course standards/benchmarks.	Program of study-specific technical skills and knowledge connected to aspects of an industry applications in work-study experience(s).	Work-based performance / product / conduct and safety aligned to program of study / industry standards and all aspects of industry	Proficiency will be measured using a joint employer / teacher generated work-based performance / product / conduct and safety standards-based assessment rubric / evaluation.	Scaffold assignments leading up to employer / industry required proficiencies for work-based learning using both informal and formal assessments aligned to program of study / industry standards and benchmarks. Students' teachers will refer to and use rubric(s) to evidence and track proficiency leading up to culminating performance / product / conduct and safety assessment and evaluation.
									Collaborate with industry / workplace "host" / other CTE teachers to calibrate performance / product / writing / tasks / conduct and safety expectations and determine common agreed upon levels of proficiencies, rigor and quality in standards-based assessments and tasks.
									Customized option:
								Proficiency will be measured using a school-wide / department-wide / pathway program of study-wide generated performance / product / conduct and safety / writing standards-based assessment rubric.	Scaffold assignments leading up to employer / industry required proficiencies for work-based learning using both informal and formal assessments aligned to program of study / industry standards and benchmarks. Students' teachers will refer to and use rubric(s) to evidence and track proficiency leading up to culminating performance / product / conduct and safety assessment and evaluation.
									Collaborate with industry / workplace "host" / other CTE teachers to calibrate performance / product / writing / tasks / conduct and safety expectations and determine common agreed upon levels of proficiencies, rigor and quality in standards-based assessments and tasks.
									Customized option:
								Proficiency will be measured using a teacher-generated classroom / course performance / product / conduct and safety standards-based assessment / writing assessment rubric.	Scaffold assignments leading up to employer / industry required proficiencies for work-based learning using both informal and formal assessments aligned to program of study / industry standards and benchmarks. Students' teachers will refer to and use rubric(s) to evidence and track proficiency leading up to culminating performance / product / conduct and safety assessment and evaluation.

									Collaborate with industry / workplace "host" / other CTE teachers to calibrate performance / product / writing / tasks / conduct and safety expectations and determine common agreed upon levels of proficiencies, rigor and quality in standards-based assessments and tasks.
									Customized option: _____
								Other	Customized option: _____
							Research / informative / technical writing assessment related to program of study work-based experience and all aspects of industry.	Proficiency will be measured using a joint employer / teacher generated standards-based writing assessment rubric.	Scaffold assignments leading up to employer / industry required proficiencies for work-based learning using both informal and formal assessments aligned to program of study / industry standards and benchmarks. Students/ teachers will refer to and use rubric(s) to evidence and track proficiency leading up to culminating performance / product / conduct and safety assessment and evaluation.
									Collaborate with industry / workplace "host" / other CTE teachers to calibrate performance / product / writing / tasks / conduct and safety expectations and determine common agreed upon levels of proficiencies, rigor and quality in standards-based assessments and tasks.
									Customized option: _____
									Proficiency will be measured using a school-wide / department-wide standards-based writing assessment rubric.
									Scaffold assignments leading up to employer / industry required proficiencies for work-based learning using both informal and formal assessments aligned to program of study / industry standards and benchmarks. Students/ teachers will refer to and use rubric(s) to evidence and track proficiency leading up to culminating performance / product / conduct and safety assessment and evaluation.
									Collaborate with industry / workplace "host" / other CTE teachers to calibrate performance / product / writing / tasks / conduct and safety expectations and determine common agreed upon levels of proficiencies, rigor and quality in standards-based assessments and tasks.
									Customized option: _____
									Proficiency will be measured using a teacher-generated classroom / course standards-based writing assessment rubric.
									Scaffold assignments leading up to employer / industry required proficiencies for work-based learning using both informal and formal assessments aligned to program of study / industry standards and benchmarks. Students/ teachers will refer to and use rubric(s) to evidence and track proficiency leading up to culminating performance / product / conduct and safety assessment and evaluation.
									Collaborate with industry / workplace "host" / other CTE teachers to calibrate performance / product / writing / tasks / conduct and safety expectations and determine common agreed upon levels of proficiencies, rigor and quality in standards-based assessments and tasks.
									Customized option: _____
									Other
							Personal, professional and educational goals / plan integrating work-based experience and all aspects of industry specific to pathway program of study.	Proficiency will be measured using a joint employer / teacher generated standards-based assessment rubric / evaluation.	Scaffold assignments leading up to employer / industry required proficiencies for work-based learning using both informal and formal assessments aligned to program of study / industry standards and benchmarks. Students/ teachers will refer to and use rubric(s) to evidence and track proficiency leading up to culminating performance / product / conduct and safety assessment and evaluation.
									Collaborate with industry / workplace "host" / other CTE teachers to calibrate performance / product / writing / tasks / conduct and safety expectations and determine common agreed upon levels of proficiencies, rigor and quality in standards-based assessments and tasks.
									Customized option: _____
									Proficiency will be measured using a school-wide / department-wide / pathway program of study-wide standards-based assessment rubric.
									Scaffold assignments leading up to employer / industry required proficiencies for work-based learning using both informal and formal assessments aligned to program of study / industry standards and benchmarks. Students/ teachers will refer to and use rubric(s) to evidence and track proficiency leading up to culminating performance / product / conduct and safety assessment and evaluation.
									Collaborate with industry / workplace "host" / other CTE teachers to calibrate performance / product / writing / tasks / conduct and safety expectations and determine common agreed upon levels of proficiencies, rigor and quality in standards-based assessments and tasks.
									Customized option: _____
									Proficiency will be measured using a teacher-generated classroom / course standards-based assessment rubric.
									Scaffold assignments leading up to employer / industry required proficiencies for work-based learning using both informal and formal assessments aligned to program of study / industry standards and benchmarks. Students/ teachers will refer to and use rubric(s) to evidence and track proficiency leading up to culminating performance / product / conduct and safety assessment and evaluation.
									Collaborate with industry / workplace "host" / other CTE teachers to calibrate performance / product / writing / tasks / conduct and safety expectations and determine common agreed upon levels of proficiencies, rigor and quality in standards-based assessments and tasks.
									Customized option: _____
									Other
									Other
									Customized option: _____
							Problem solving / critical thinking / innovation	Work-based performance / product aligned to problem-solving / critical thinking / design / innovation program of study / industry standards.	Proficiency will be measured using a joint employer / teacher generated work-based performance / product standards-based assessment rubric / evaluation.
									Scaffold assignments leading up to employer / industry required proficiencies for work-based learning using both informal and formal assessments aligned to program of study / industry standards and benchmarks. Students/ teachers will refer to and use rubric(s) to evidence and track proficiency leading up to culminating performance / product / conduct and safety assessment and evaluation.
									Collaborate with industry / workplace "host" / other CTE teachers to calibrate performance / product / writing / tasks / conduct and safety expectations and determine common agreed upon levels of proficiencies, rigor and quality in standards-based assessments and tasks.
									Customized option: _____
									Proficiency will be measured using a department-wide / pathway generated performance / product standards-based assessment rubric.
									Scaffold assignments leading up to employer / industry required proficiencies for work-based learning using both informal and formal assessments aligned to program of study / industry standards and benchmarks. Students/ teachers will refer to and use rubric(s) to evidence and track proficiency leading up to culminating performance / product / conduct and safety assessment and evaluation.
									Collaborate with industry / workplace "host" / other CTE teachers to calibrate performance / product / writing / tasks / conduct and safety expectations and determine common agreed upon levels of proficiencies, rigor and quality in standards-based assessments and tasks.
									Customized option: _____

