Goal Title	Short Goal Title	Goal Statement (Include Strive HI Goal As Appropriate)	Perkins Required Use	Quality Indicator or Monitoring Goal	Learning to be Measured	Learning Choices	Demonstration of Learning (as evidenced by)	Tool to Measure/Assess Learning (as measured by)	Description of Startegy
INTEGRATION OF COMMON CORE (ELA) PROFICIENCY	ELA PROFENT	Targeted CTE / Integrated academic standards in Common Core English Language Arts for Technical Subjects are clearly identified, addressed and measured. STRVE III Goal I: Student Success. All DOE students demonstrate they are on a path toward success in college, career, and critzenship.	Perkins I-Strengthen scademic 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.	46 CC, CE3+CD (SC.2) SCJ. (S.1-1). CTE teachers integrate core academic subjects into all CTE contens when applicable. Teachers, clarify sending specific Cares Pathway Standards and pertinent seademic core standards in Common Core English Lampage Arts (ELA) (Math/ Science / Social Studies academic core standards in Common Core English Lampage Arts (ELA) (Math/ Science / Social Studies addressed in each cone. CTE skills), knowledge, and processes are integrated with general controls. Common Core, ICFSB III. Career Pathway Studients, andor other applicable National or Indianty Standards. Targeted standards in short CTE and academic sear are clearly stigmed with assessments that provide data that measure proficiency and can be analyzed to inform and drive instruction.	Proficiency in CTE and CCSS ELA standardvbenchmarks 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 multic 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 dustrict- 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 ruibic 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 ruibric 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:
							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 ruibric 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:
						Research / informative technical 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 ruibric 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:
							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 multic 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 ruibric 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:

						T			
						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 ruibric used over time to evaluate level of proficiency over the school year and for cralminatino final nanor
									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 runbitic 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.
						Other	Other	Other	Customized option: Customize Option:
INTEGRATION OF	ELA GRWTH	Targeted CTE / Integrated academic standards in	Perkins 1- Strengthen academic and career	QI: CC; CE-1; CD (SC-2/SC-3/SI-1). CTE teachers integrate core academic subjects into all CTE	Improved proficiency of CTE and				- Spring
COMMON CORE (ELA) GROWTH		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.	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.	courses where applicable. Teachers clearly identify specific Career Pathwoy Studards and pertinent acadenic core standards in Gorman Core English Language Art LELA/ Math 3: Science Social Studia addressed in each coarse. CTE stalls, knowledge, and processes are integrated with general locarer contournes, Cemmo Core, HCPS III, Caree Pathwoy Standards, adore other applicable National or Industry Studards. 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 instructions.	CCSS ELA standards/benchmarks by at least one level between pre- and post- assessments or between formative and final assessments	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 nulvie 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.
								Proficiency will be measured using a dustrict-	Customized option:
								wide performance-based assessment related paper rubric.	intervals over time / school year resulting in a culminating final paper.Same ruibric 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.
							Formative school-wide writing assessment assignment(s)	Proficiency will be measured using a school- wide writing assessment rubric.	Customized option: Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper.Same nubric 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.
							School-wide writing assessment assignment(s) pre- and post- sample(s)	Proficiency will be measured using a school- wide writing assessment rubric.	Customized option: Formative writing assignments, both informal and formal, scaffolded at regular intervals over time? school year resulting in a culminating final paper. Same ruibric used over time to evaluate level of proficiency over the school year and for culminatine final toaper.
									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
									Cottanoration time with other teachers, C.1E 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 ruibric 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.
							Department-wide writing assessment assignment(s) pre- and post- sample(s)	Proficiency will be measured using a department-wide writing assessment rubric.	Customized option: Formative writing assignments, both informal and formal, scaffolded at regular intervals over time? school year resulting in a culminating final paper.Same raibric used over time to evaluate level of proficiency over the school year and for culminatine final tensor.
									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 ricor and quality. Customized option:
							Formative classroom-based writing assessment assignment(s)	Proficiency will be measured using a classroom-based writing assessment rubric.	Customized option: Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper.Same ruibric 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
				Coriaooration time with other reachers, CTE and/or ELA, to cantorate 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-	Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper.Same
			sample(s)	ruibric used over time to evaluate level of proficiency over the school year and for culminatine 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:
		Research / informative	Formative school-wide writing	Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper.Same
		technical writing	assessment assignment(s)	ruibric 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 writing assignments, both informal and formal, scaffolded at regular
			School-wide writing assessment assignment(s) pre- and post-	ruintervals over time / school year resulting in a culminating final paper.Same ruibric used over time to evaluate level of proficiency over the school year and
			sample(s)	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
				tasks, tessons, and assessments to determine common agreed upon expectations of rigor and quality. Customized option:
			Formative department-wide writing	Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper.Same
			assessment assignment(s)	milbric 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:
			December of the section of the secti	Formative writing assignments, both informal and formal, scaffolded at regular
			Department-wide writing assessment assignment(s) pre- and post- sample(s)	intervals over time / school year resulting in a culminating final paper.Same ruibric 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 ruibric 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 writing assignments, both informal and formal, scaffolded at regular
			Classroom-based writing assessment assignment(s) pre- and post- sample(s)	romantwe writing assignments, both informal and format, scanforder at regular intervals over time / school year resulting in a culminating final paper. Same nuibric 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 writing assignments, both informal and formal, scaffolded at regular
		Persuasive writing	Formative school-wide writing assessment assignment(s)	intervals over time / school year resulting in a culminating final paper.Same nuibric 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.
		1	School-wide writing assessment	Customized option: Formative writing assignments, both informal and formal, scaffolded at regular
			assignment(s) pre- and post- sample(s)	intervals over time / school year resulting in a culminating final paper.Same ruibric used over time to evaluate level of proficiency over the school year and
				for culminating final paner. Parts, sections of writing assigned / scaffolded over time / school year, each to
		1		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.
		1		Customized option:
			Formative department-wide writing	intervals over time / school year resulting in a culminating final paper.Same
			assessment assignment(s)	nuibric 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
		1		of rigor and quality.
	I	_1	1	Customized ontion:

						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 ruibric 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 ruibric 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 ruibric 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 ACA INT PROFENT INTEGRATION	ACADEMIC INTEGRATION OF OTHER	Perkins 1- Strengthen academic and career	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	Proficiency in CTE technical skills				
PROFICIENCY	Targeted CTE / Integrated academic standards in relevant / applicable subject areas are clearly	and technical skills of students in CTE programs through the integration of scademics. Perkins 6- Provide services and activities of sufficient size, scope, and quality to be effective.	concess water appraisate, reasons camy natively septem, activer among statution and genitories accessive constructions of comment over finish Language Arm (ELA) Multi-Science Secul Studies addressed in each course. CEE shills, knowledge, and processes are integrated with general learner outcomes. Comment for, IPCS III, Carer Palmay Standards, and or their appraisable Visional or landards parameters. The process are integrated with general learner and landards and accessments that provide data that neasone preficiency and can be analyzed to inform and drive instruction and contract the provide data that neasone preficiency and can be analyzed to inform and drive instruction.	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 ageed 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 assisment 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 ageed upon writing asssment 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.
				1	1			Customized option: Formative writing assignments, both informal and formal, scaffolded at regular
						School-wide writing assessment assignment(s)	Proficiency will be measured using a school- wide writing assessment rubric.	romature writing assignments, non intortian and romais, scantoned a regular intervals over time / school year resulting in a cultimating 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 writing assignments, both informal and formal, scaffolded at regular
						Department-wide writing assessment assignment(s)	Proficiency will be measured using a department-wide writing assessment rubric.	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 writing assignments, both informal and formal, scaffolded at regular
						classroom-based writing assessment assignment(s)	Proficiency will be measured using a classroom-based writing assessment rubric.	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 writing assignments, both informal and formal, scaffolded at regular
					Persuasive writing	CTE pathway / program of study writing assessment assignment(s)	Proficiency will be measured using a CTE pathway / program of study ageed upon writing assessment rubric.	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 ontion:
								Formative writing assignments, both informal and formal, scaffolded at regular
						School-wide writing assessment assignment(s)	Proficiency will be measured using a school- wide writing assessment rubric.	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 writing assignments, both informal and formal, scaffolded at regular
						Department-wide writing assessment assignment(s)	Proficiency will be measured using a department-wide writing assessment rubric.	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.
						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:	Customized option:
INCREASE NUMBER OF CONCONCENTRATORS	ENT Increased number of Concentrators. Programs study provided by school are non-duplicative sequence of required scademic and CTE courses based on studen interests, available resources and industry/economic-labor market trends. Students are susported in taking course required for a pathway program of study.	and technical skills of students in CTE programs through the integration of	QE: SAS, SCS, SCA. Students have identified career and life guals 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 porgunned study, explanates concerned accere 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	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 cureers 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.
		1		1	1	1	Other	Customized option:

INCREASE NUMBER OF CONCENTRATORS	CONCENT	Increased number of Concentrators. Programs of study provided by shool are non-eduplicative 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.	Perkins I-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.	QF. SA-S, SC-S, SC-4. Students have deefficid enterer 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 hypograms of study, probasites course and caree planning sequence (grades 9-12) with long term goals in mind. Registration information is detailed, organized by programs of study, 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 currens 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 early / preliminary registration /	Customized option: Mentor and/or provide students "Advisor/Advisee" structure with CTE teachers
								enrollment counts of students in CTE course ACCNs, pertinent academic core course ACCN.	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
									remount formar / misorman recorders, 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 or tracking students continuing / progressing in CTE pathway program of study.	Castomized 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.
								Other	Customized option: Customized option:
COMPLETION OF PROGRAM OF STUDY	COMPLET	Increased number Completers. 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	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	QI: SAS; SC3; SC4. 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 wh complete a pathway program of study.	Number of students	DATA on number of students meeting all requirements for a pathway program of study and GRADUATING or COMPLETERS	Data of registration / enrollment counts of	Mentor and/or provide students "Advisor/Advisee" structure with CTE teachers
		industry/econome/nanor market trends. Students are supported in completing a pathway program of study by graduation.	Ferkins 8- Provide services and activities of sufficient size, scope, and quality to be effective.			completing pathway program of study sequence AND graduating as 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 nor provide schemes: "Answor/Assives structure with L. It: teachers and/or department elarlying programs of study and connections to archivement, employability, and preparation for cureers and codlege.
									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
									Coordinate collaboration time for students with teachers, CTE and/or academic cone, and / or counselor to provide POS industry-related information for student to determine personal educational goals related to POS. Customized option:
PROGRAM OF STUDY	POS WBL	WORK STUDY(Work-based Experience,	Perkins 1 -Strengthen academic and career	QI: CG-1; CH (SC-1; SI-4; SI-5). The program of study non-duplicative sequence of courses are	Proficiency in CTE courses	1		Other	Customized option: Customized option:
PROGRAM OF STUDY WORK-BASED LEARNING	ros WBL	WORK SYLDY (Work-based Experience, Internships). Students participate in purposeful, ficused work-based learning concering all angects of an industry in their purgoun distudy. Community, business and industry used by school of Community, business and industry used by school of extended learning experiences, internships that connect all aspects of industry with students' programs of study.	and technical skills of students in CTE programs. Perkins 3 -Provide students strong	QP.CG-F, CH.SC-F, SH-S-Fs.). The program of study non-duplicative sequence of comes are an acceptational forced area. Studies proficiency in technical skills and knowledge include application and adaptation to work-based learning experiences and opportunities. Students are placed in work-based stude directly linked to their program of study and provided experiences in all aspects of an industry.	technical skills and knowledge through real-world applications /	Program of study-specific technical skills and knowledge connected to all 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	performance / product / conduct and safety	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. Studenst teachers will refer to and use relinción 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 / rasks / conduct and safety expectations and determine common agreed upon levels of proficiencies, rigor and quality in standards-based assessments and tasks.
		-						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.	Castonized option: 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 rehire(s) to evidence and rarks proficiency leading up to culminating performance / product / conduct and safety assessment and evolutions.
									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.	Ladfeitireze outroe: Scaffold assignments leading up to employer / industry required proficiencies for work-based learning using both informal and formal assessments aligned to program of tastly 'industry standards and benchmarks. Students' teachers will refer to and use rubric(to twidence and track proficiency leading up to cutinizating performance / product / conduct and safety seasoment and

					1	-
						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 ontion:
					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 fo work-based learning using both informal and formal assessments aligned to program of study / industry standards and brenchmarks. Studenst teachers will refer to and use trabetics(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 fo work-based learning using both informal and formal assessments aligned to program of study /industry saturdates of therehards. Scalender/teachers will refer to and use rubric(s) to evidence and track proficiency leading up to cuminating 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 fo work-based learning using both informal and formal assessments aligned to program of study /industry satundars of therchmarks. Sutherof (seachers will refer to and use rubric(s) to evidence and track proficiency leading up to cuminating 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.
<u> </u>	 	 <u> </u>	<u> </u>	<u> </u>	Other	Customized option: Customized option:
				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. Studenst (teachers will refer to and use matric(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 standard-based sossessmens and tasks. Customized onlying.
					Proficiency will be measured using a school- wide / department-wide / pathway program of study-wide standards-based assessment rubric.	Constitution uption: 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 nechmarks. Student's eachers 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 standard-based assessments and tasks.
					Proficiency will be measured using a teacher- generated classroom / course standards-based assessment rubric.	Constitution option: 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 herchmarks. Studenter (eachers 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.
					Other	Customized option:
				Other	Other	Customized option: 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 herchmarks. Studenty leachers will refer to and use nthric(s) to evidence and track proficiency leading up to cuminating 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 sandards-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 fo work-based learning using both informal and formal assessments aligned to program of study / industry standards and benchmarks. Studens/ 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.
		 				l
						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 sandards-based assessments and tasks. Customized option:

				Proficiency will be measured using a teacher- generated classroom / course performance / product 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 cultimating 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:
			Research / informative / persuasive / technical writing assessment related to problem-solving / critical thinking / design / innovation applications in work-based experience.	Other Proficiency will be measured using a joint employer / teacher generated standards-based writing assessment rubric.	Customized options. Scaffidd assignments leading up to employer / industry required proficiencies for such based learning using both informal and formal assessments aligned to program of study / fundancy standards and benchmarks. Student (suchers will refer to and use substicity) to evidence and track proficiency leading up to cultiminating 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 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 youngarn of study / industry standards and benchmarks. Student teachers will refer to and use rubric(s) to evidence and track proficiency leading up to cultimating 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.
				Other	Customized option:
			Other	Other	Customized option: Customized option:
		Personal assessment on compatibility, necessary skills and educational goals / plan specific to program of study work- based experience and connected to all aspects of an industry	Research / informative / technical / persussive / technical writing related to application / adaptation of technical skills and knowledge proficiencies specific to program of study work-based experience.	Dest in a will be accounted with a school	Scandida assignments leading up to employer / industry required proficiencies for work-based learning using both informal and formal assessments aligned to openam of study viduatery saturdates and benchmarks. Student's teachers will refer to and use rubric(s) to evidence and track proficiency leading up to cultimating 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. Studensi 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.
					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	Other	Customized option: