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
QUAD D LEARNING PROFICIENCY	QUAD D PROFCNT	Quad D Learning: Curriculum is complex, offering real world problem-based learning and assessments that have meaning for students and prepare them for broad career fields or further education.	Perkins 1- To strengthen the academic and career and technical skills of students participating in career and technical education programs. Perkins 7 -Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	SI -2. Lessons are purely based on Career Pathway and/or Industry Validated Standards and fall into Quadrants C and D in the Rigor/Relevance Framework. Students use higher order thinking to produce student work (products or performances). Skills are contextualized in complex real-world unpredictable situations requiring thoughtful problem solving and the integration of knowledge and skills from different disciplines and include higher order thinking.	Proficiency in CTE standards/benchmarks in program of study course using problem-based learning.	Problem based quadrant D Learning assessment	Classroom-based Problem/Performance Based Assessment	Teacher-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:
								district-Level Rubric	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:
								State-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:
							District-wide Performance Based Assessment	District-Level Rubric	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:
								State-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:
							State level Performance-Based Assessment	State-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:
					Performance-based assessment		Classroom-based Problem/Performance Based Assessment	Teacher-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:
								District-Level Rubric	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible
									Oral presentation to present and justify solutions to problem.
									Customize Option:
								State-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:
							District-wide Performance Based Assessment	Teacher-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
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								District-Level Rubric	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
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									Oral presentation to present and justify solutions to problem.
									Customize Option:
							State level Performance-Based Assessment	Teacher-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
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								District-Level Rubric	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
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									Oral presentation to present and justify solutions to problem.
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								State-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:

QUAD D LEARNING GROWTH	QUAD D GRWTH	Quad D Learning: Curriculum is complex, offering real world problem-based learning and assessments that have meaning for students and prepare them for broad career fields or further education.	Perkins 1- To strengthen the academic and career and technical skills of students participating in career and technical education programs. Perkins 7 -Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	SI -2. Lessons are purely based on Career Pathway and/or Industry Validated Standards and fall into Quadrants C and D in the Rigor/Relevance Framework. Students use higher order thinking to produce student work (products or performances). Skills are contextualized in complex real-world unpredictable situations requiring thoughtful problem solving and the integration of knowledge and skills from different disciplines and include higher order thinking.	Improved proficiency of CTE standards/benchmarks by at least one level between pre- and post-assessments or between formative and final assessments program of study course using problem-based learning.	Problem Based Qudrant D Learning/Assessment	Classroom-based Problem/Performance Based Assessment	Teacher-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:
								District-Level Rubric	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:
								State-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:
							District-wide Performance Based Assessment	Teacher-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
								District-Level Rubric	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
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								State-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:
							State level Performance-Based Assessment	Teacher-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:
								District-Level Rubric	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:
								State-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:
					Performance-Based Assessment	Classroom-based Problem/Performance Based Assessment	Teacher-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:
								District-Level Rubric	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:
								State-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:
							District-wide Performance Based Assessment	Teacher-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
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								District-Level Rubric	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
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								State-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:
							State level Performance-Based Assessment	Teacher-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
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								District-Level Rubric	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
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									Customize Option:

								State-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:
QUAD D PROBLEM-BASED LEARNING	**PBL QUAD D INNOVATION**	**Quad D Learning:** Curriculum is complex, offering real world problem-based learning and assessments that have meaning for students and prepare them for broad career fields or further education.	*Perkins 1-* To strengthen the academic and career and technical skills of students participating in career and technical education programs. *Perkins 4-* Develop, improve, or expand the use of technology in CTE, which may...	SI -2. Lessons are purely based on Career Pathway and/or Industry Validated Standards and fall into Quadrants C and D in the Rigor/Relevance Framework. Students use higher order thinking to produce student work (products or performances). Skills are contextualized in complex real-world unpredictable situations requiring thoughtful problem solving and the integration of knowledge and skills from different disciplines and include higher order thinking.	Proficiency of CTE standards/benchmarks using Quadrant D problem-based learning/assessment.	Application of classroom curriculum or instruction that utilizes innovative processes to solve real life problems.	Classroom-based Problem/Performance Based Assessment	Teacher-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:
								District-Level Rubric	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:
								State-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:
							District-wide Performance Based Assessment	Teacher-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:
								District-Level Rubric	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
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								State-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:
							State level Performance-Based Assessment	Teacher-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
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								District-Level Rubric	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:
								State-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:
						Utilization of emerging technology to support classroom instruction to solve real life problems.	Classroom-based Problem/Performance Based Assessment	Teacher-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:
								District-Level Rubric	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:
								State-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:
							District-wide Performance Based Assessment	Teacher-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
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								District-Level Rubric	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
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								State-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:
							State level Performance-Based Assessment	Teacher-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:

								District-Level Rubric	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
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								State-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
DUAL CREDIT ARTICULATED PROGRAMS OF STUDY	DCAPS	**Implementation of State-Approved Dual Credit Articulated Program of Study (DCAPS):** Provides the opportunity for high school students to obtain college credit after completing a POS that has been approved as a DCAPS. This supports the Strive Hi Goal: Student Success: All students demonstrate they are on a path toward success in college, career and citizenship.	*Perkins 2* -Link CTE at the secondary level and the postsecondary level, including by offering the relevant elements of not less than one program of study described in Section 122(c)(1)(A).	SC1. Academic and CTE teachers with postsecondary and industry partners offer a sequence of (required and recommended) academic and CTE courses in a career pathway. The sequence of courses in a program of study leading to further education and/or credits earned at the postsecondary level, placement in high skill, wage, employment, demand, and/or apprenticeship programs.	Achieve proficiency of state identified assessment to obtain a free college credit through the DCAPS approved agreement process.	Completing a POS with a 70% or better in a state identified assessment	State identified assessment per DCAPS agreement	Proficiency will be measured using a state identified rubric per DCAPS agreement	Formative Assessments with student feedback of similar test items or rubric criteria to identify strengths or learning gaps for future assessments.
									Scaffolded lessons to address learning targets per DCAPS agreement.
INCREASE CTE HONORS DESIGNATION	INCRSE HNR DESG	**CTE Honors Designation:** CTE teachers have clearly identified specific Common Core and Career Pathway Standards addressed in each course. All students meet proficiency with course work that is rigorous and relevant. Regular assessments are given to monitor student progress throughout the course. The participation in a performance-based assessment is required for special recognition.	*Perkins 1-* Strengthen academic and career and technical skills of students in CTE programs through the integration of academics. *Perkins 8-* Provide services and activities of sufficient size, scope, and quality to be effective.	SI -2. Lessons are purely based on Career Pathway and/or Industry Validated Standards and fall into Quadrants C and D in the Rigor/Relevance Framework. Students use higher order thinking to produce student work (products or performances). Skills are contextualized in complex real-world unpredictable situations requiring thoughtful problem solving and the integration of knowledge and skills from different disciplines and include higher order thinking.	Increase the number of students who meet proficiency on all assessments to obtain a CTE Honors Designation.	Completing a POS with a 70% or better in all assessments in a district level assessment	District- wide Performance Based Assessment which includes (written, technical writing report, justification, oral, product, task)	State-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:
							State level Performance- Based Assessment which includes (written, technical writing report, justification, oral, product, task)	State-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option:
						Completing a POS with a 70% or better in all assessments in a state level assessment	State level Performance- Based Assessment which includes (written, technical writing report, justification, oral, product, task)	State-generated rubric.	Various (beginning of term, middle of term, end of term) problem/performance based Quadrant D formative assessments that address the needs of the community or industry.
									Research Paper, using APA format, which supports a stance for possible solution(s) to problem.
									Oral presentation to present and justify solutions to problem.
									Customize Option: