

Goal Title	Short Goal Title	Goal Statement (Include Strive III Goal As Appropriate)	Perkins Required Use	Quality Indicator or Monitoring Goal	Learning to be Measured	Learning Choices	Demonstration of Learning (as evidenced by)	Tool to Measure/Assess Learning (as measured by)	Description of Strategy
INTEGRATION OF COMMON CORE (ELA) PROFICIENCY	ELA PROFNCNT	Targeted CTE / Integrated academic standards in Common Core English Language Arts for Technical Subjects are clearly identified, addressed and measured. <i>STRIVE III</i> Goal 1: Student Success. All DOE students demonstrate they are on a path toward success in college, career, and citizenship.	<b>Perkins 1-</b> Strengthen academic and career and technical skills of students in CTE programs through the integration of academics. <b>Perkins 8-</b> Provide services and activities of sufficient size, scope, and quality to be effective.	<b>QI:</b> CC; CE-1; CD (SC-2 / SC-3 / SI-1). CTE teachers integrate core academic subjects into all CTE courses where applicable. Teachers clearly identify specific Career Pathway Standards and pertinent academic core standards in Common Core English Language Arts (ELA) / Math / Science / Social Studies addressed in each course. CTE skills, knowledge, and processes are integrated with general learner outcomes, Common Core, HCPS III, Career Pathway Standards, and/or other applicable National or Industry Standards. Targeted standards in both CTE and academic areas are clearly aligned with assessments that provide data that measure proficiency and can be analyzed to inform and drive instruction.	Proficiency in CTE and CCSS ELA standards/benchmarks in program of study course.	Analytical / Technical writing	Performance-based assessment related paper	Proficiency will be measured using a state-generated performance-based assessment related paper rubric.	Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year <b>resulting in a culminating final paper.</b> 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. <b>Culminating product is complete paper.</b>
									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
									Customized option: _____
								Proficiency will be measured using a district-wide performance-based assessment related paper rubric.	Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year <b>resulting in a culminating final paper.</b> Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
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							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 <b>resulting in a culminating final paper.</b> Same rubric used over time to evaluate level of proficiency over the school year and
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							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 <b>resulting in a culminating final paper.</b> Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
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									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
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							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 <b>resulting in a culminating final paper.</b> Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
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						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 <b>resulting in a culminating final paper.</b> Same rubric used over time to evaluate level of proficiency over the school year and
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									Customized option: _____

						Persuasive writing	School-wide writing assessment assignment(s)	Proficiency will be measured using a school-wide writing assessment rubric.	Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper.Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
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									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
									Customized option: _____
						Other _____	Other _____	Other _____	Customize Option: _____
INTEGRATION OF COMMON CORE (ELA) GROWTH	ELA GRWTH	Targeted CTE / Integrated academic standards in Common Core English Language Arts for Technical Subjects are clearly identified, addressed and measured. <i>STRIVE III</i> Goal 1: Student Success. All DOE students demonstrate they are on a path toward success in college, career, and citizenship.	<i>Perkins I</i> - Strengthen academic and career and technical skills of students in CTE programs through the integration of academics. <i>Perkins II</i> - Provide services and activities of sufficient size, scope, and quality to be effective.	<i>QE</i> : CC; CE-I; CD (SC-2 / SC-3 / SI-1). CTE teachers integrate core academic subjects into all CTE courses where applicable. Teachers clearly identify specific Career Pathway Standards and pertinent academic core standards in Common Core English Language Arts (ELA) / Math / Science / Social Studies addressed in each course. CTE skills, knowledge, and processes are integrated with general learner outcomes, Common Core, Perkins III, Career Pathway Standards, and/or other applicable National or Industry Standards. Targeted standards in both CTE and academic areas are clearly aligned with assessments that provide data that measure proficiency and can be analyzed to inform and drive instruction program of study course.	Improved proficiency of CTE and CCSS ELA standards/benchmarks by at least one level between pre- and post- assessments or between formative and final assessments	Analytical writing	Scaffolded writing pieces leading to a culminating performance-based assessment related paper	Proficiency will be measured using a state-generated performance-based assessment related paper rubric.	Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper.Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
									Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to rubric. Culminating product is complete paper.
									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
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								Proficiency will be measured using a district-wide performance-based assessment related paper rubric.	Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper.Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
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									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
									Customized option: _____
							Formative school-wide writing assessment assignment(s)	Proficiency will be measured using a school-wide writing assessment rubric.	Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper.Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
									Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to rubric. Culminating product is complete paper.
									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
									Customized option: _____
							School-wide writing assessment assignment(s) pre- and post-sample(s)	Proficiency will be measured using a school-wide writing assessment rubric.	Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper.Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
									Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to rubric. Culminating product is complete paper.
									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
									Customized option: _____
							Formative department-wide writing assessment assignment(s)	Proficiency will be measured using a department-wide writing assessment rubric.	Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper.Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
									Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to rubric. Culminating product is complete paper.
									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
									Customized option: _____
							Department-wide writing assessment assignment(s) pre- and post-sample(s)	Proficiency will be measured using a department-wide writing assessment rubric.	Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper.Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
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									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
									Customized option: _____
							Formative classroom-based writing assessment assignment(s)	Proficiency will be measured using a classroom-based writing assessment rubric.	Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper.Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
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							Department-wide writing assessment assignment(s) pre- and post-sample(s)		Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper.Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
									Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to rubric. Culminating product is complete paper.
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									Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to rubric. Culminating product is complete paper.
									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.
									Customized option: _____
							Classroom-based writing assessment assignment(s) pre- and post-sample(s)		Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper.Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
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									Customized option: _____
ACADEMIC INTEGRATION PROFICIENCY	ACA INT PROF	ACADEMIC INTEGRATION OF OTHER SUBJECT AREAS (Integration of Academic) Targeted CTE / Integrated academic standards in relevant / applicable subject areas are clearly identified, addressed and measured. STRIVE HI Goal 1: Student Success. All DOE students demonstrate they are on a path toward success in college, career, and citizenship.	Perkins 1- Strengthen academic and career and technical skills of students in CTE programs through the integration of academics. Perkins 6- Provide services and activities of sufficient size, scope, and quality to be effective.	QE: CC, CE-1, CD (SC-2 / SC-3 / SI-1). CTE teachers integrate core academic subjects into all CTE courses where applicable. Teachers clearly identify specific Career Pathway Standards and pertinent academic core standards in Common Core English Language Arts (ELA) / Math / Science / Social Studies addressed in each course. CTE skills, knowledge, and processes are integrated with general learner outcomes. Common Core, DCPS III, Career Pathway Standards, and/or other applicable National or Industry Standards. Targeted standards in both CTE and academic areas are clearly aligned with assessments that provide data that measure proficiency and can be analyzed to inform and drive instruction.	Proficiency in CTE technical skills and integrated academic subject area standards/benchmarks in program of study course.	Problem solving and critical thinking	Performance / project / problem-based task(s) / products.	Proficiency will be measured using a CTE pathway / program of study aged 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.
									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.
									Parts, sections of task assigned / scaffolded over time / school year, each to be assessed according to rubric up to culminating final product.
									Customized option: _____
									Proficiency will be measured using a course classroom-based assessment rubric.
									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 aged upon writing assessment rubric.	Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper.Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
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							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.
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							Department-wide writing assessment assignment(s)	Proficiency will be measured using a department-wide writing assessment rubric.	Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper.Same rubric used over time to evaluate level of proficiency over the school year and for culminating final paper.
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