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 PROFCNT	Targeted CTE. Integrated academic standards in Common Core English Language Arts for Technical Subjects are clearly identified, addressed and measured. STRIVE HI Goal 1: Student Success. All DOE students demonstrate they are on a path toward success in college, career, and citizenship.	Perkins 1-Strengthen academic and career and technical skills of students in CTE programs through the integration of academics. Perkins 8-Provide services and activities of sufficient size, scope, and quality to be effective.	GF. CC, CE-1; CD SC 2/SC 3/S-1. TER teaches integrate over academic subjects into all CTE courses where againshion. Fracther, clearly desirily specific. Caree Pathways Standards and pertinent scademic over standards in Common Core English Language Arts (ELA) Mark / Science: Social Studies addressed in each owner. CTE skills, knowledge, and processes are integrated with general leasent adversed in each owner. CTE skills, knowledge, and processes are integrated with general leasent adversed in the control of t	Proficiency in CTE and CCSS EL: standards/benchmarks in program o study course.		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 cuminating final paper. Same rubbits used over time to evaluate level of proficiency over the school year and for cultimating 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 in 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 milvic 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 assssment rubric.	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.
									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:
							Deparment-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 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:
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						Persuasive writing	School-wide writing assessment assignment(s)	Proficiency will be measured using a school-wide writing assssment 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:
							Deparment-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 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 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:
						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. STRIVE HI Goal 1: Student Success. All DOE students demonstrate they are on a path toward success in college, career, and citizenship.	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.	4B. CC. CEB. CD. SC. 2 SC. 3 SL. 1. CEB teachers integrate over academic solytess into all CTB courses where applicable. Teachers clearly independ specific Camer Pathway Standards and pertinent academic over standards in Common Core English Language Ans (ELA) Math / Science / Social Statistic adversed in each onese. CTB skills, honology, and processes are integrated with general learner outcomes. Common Core, IECSB III, Care Pathway Standards, and/or other applicable National or ladestry Standards. Targeted standards in short CTB and academic sear are clearly aligned with assessments that provide data that measure proficiency and on be analyzed to inform and drive instruction.	Improved proficiency of CTE and CCSS ELA standards/benchmarks by at least one level between pre- and post- assessments or between formative and final assessments program of study course.	Analytical writing	Scaffolded writing pieces leading to a culminating performance-based assessment related paper	Proficiency will be measured using a state-generated performance-based assessment related paper rubric.	Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper. Same mibric 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, Jessons, 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.	Customized uption: 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.
							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 rubric used over time to evaluate level of proficency 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 rubbic used over time to evaluate level of proficiency over the school year and for culminating final naner
									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 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 rubric used over time to evaluate level of proficiency over the school year and for culminating final soarer.
									Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to rubric. Culminating product is complete paper.
									Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality. Customized option:
							Formative classroom-based writing assessment assignment(s)	Proficiency will be measured using a classroom-based writing assessment rubric.	Customized option: Formative will gasignments, 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.

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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:
						Classroom-based writing assessment assignment(s) pre- and post- sample(s)	Formative writing assignments, both informal and formal, scaffolded at regular intervals over time's shoot lyear resulting in a culminating final paper-Same nuibric used over time to evaluate level of proficiency over the school year and for culminatine final nancer.
							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 risor and onality.
							Customized ootion: Formative writing assignments, both informal and formal, scaffolded at regular
					Research / informative technical writing	Formative school-wide writing assessment assignment(s)	intervals over time / school year resulting in a culminating final paper. Same mibric 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
							Consortation line with other teachers, C. I. and/or ELA, to Cambrian withing tasks, Issuess, 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- 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 writing assignments, both informal and formal, scaffolded at regular
						Formative department-wide writing assessment assignment(s)	intervals over time 's-knod 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:
						Department-wide writing assessment assignment(s) pre- and post- sample(s)	Formative writing assignments, both informal and formal, scaffolded at regular intervals over time s'schol year resulting in a culminating final puper Same ruibric 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.
						Formative classroom-based writing assessment assignment(s)	Customized option: Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper Same ruthive used over time to evaluate level of proficiency over the school year and for culminating final neare.
							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 /schol year resulting in a cultimating final paper. Same native used over time to evaluate level of proficiency over the school year and for cultimating 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.
					Persuasive writing	Formative school-wide writing assessment assignment(s)	Customized ootion: Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a culminating final paper.Same
						noncollicit douguillettt(3)	raibric used over time to evaluate level of proficiency over the school year and for culminatine final noner. Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to mbric. 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)	Formative writing assignments, both informal and formal, scaffolded at regular intervals over time s'schol year resulting in a culmining final paper Same ruibric used over time to evaluate level of proficiency over the school year and for culminatime final nanor.
							Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to mbrie. Culminating product is complete paper. Collaboration time with other teachers. CTE and/or EA, to calibrate writing
							Collaboration time with other teachers, CTE and/or ELA, to calibrate writing tasks, Isesson, and assessments to determine common agreed upon expectations of rinor and quality. Customized option:
							Formative writing assignments, both informal and formal, scaffolded at regular
						Formative department-wide writing assessment assignment(s)	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, Issons, and seessments to determine common agreed upon expectations of rigor and quality.
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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 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 classroom-based writing assessment assignment(s)		Customized option: 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.
							Classroom-based writing assessment assignment(s) pre- and post- sample(s)		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. Customized ontion:
ACADEMIC INTEGRATION	ACA INT PROFCN	ACADEMIC INTEGRATION OF OTHER SUBJECT AREAS (Integration of Academics)	Perkins 1-Strengthen academic and career and technical skills of students in CTE	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 and integrated academic subject				Customized option.
PROFICIENCY		Targeted CTE Integrated academic standards in relevant / applicable subject areas are clearly identified, addressed and measure. STRIVE HI Goal 1: Student Success. All DOE students demonstrate they are on a path toward success in college, career, and citizenship.	programs through the integration of academics. Perkins 6- Provide services and activities of sufficient size, scope, and quality to be effective.	sectoric over standards in Common Core English Language Ans (ELA) Math's Science / Social Studies addressed in each course. CE skills, honologe, and processes are integrated with general resourcess. Common Core, ICFSB III. Career Pathway Standards, and/or other applicable National or Industry Standards. Targeted standards in 100 CET and academic areas we clearly slighted with an essements that provide data that measure proficiency and can be analyzed to inform and drive instruction.	and integrated activities 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 assssment rubric	over time / school year resulting in a culminating final product. Same rubric used to evaluate level of proficiency over time / school year and for culminatin final product.
									Parts, sections of task assigned / scaffolded over time / school year, each to be assessed according to rubric up to culminating final product.
									Customized option:
								Proficiency will be measured using a course classroom-based assessment rubric.	Formative assignments, both informal and formal, scaffolded at regular interval- over time / school year resulting in a culminating final product. Same rubric used to evaluate level of proficiency over time / school year and for culminatin 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.
						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 assessment rubric.	Customized option: Formative writing assignments, both informal and formal, scaffolded at regular intervals over time / school year resulting in a cudminating final paper. Same tubric 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)	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 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.
								Proficiency will be measured using a	Customized option: Formative writing assignments, both informal and formal, scaffolded at regular
							Department-wide writing assessment assignment(s)	department-wide writing assssment 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.

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Management of the company of the properties and the properti								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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Property writing account anique of the company of t								Customized option:
Second and Configuration Second and Configur					Persuasive writing	CTE pathway / program of study writing assessment assignment(s)	CTE pathway / program of study ageed	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
ske, brown, and assessment to determine common apped upon expectations. A								
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Season-based writing assessment Classroom-based writing assessmen								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
in task, (soom, and assessments to determine common agreed upon expectations of rigor and quality. Casomized option: Department-wide writing assessments Department-wide writing assessments assignment(s) Dep								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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be assessed according to mbric. Cultinating product is complete paper. Collaboration in a was enterent to determine common agreed up not reciprocally ask, lesson, and assessments to determine common agreed up not repeat to find a common agreed up not repeat to a common a							department-wide writing assssment	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
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classoon-based writing assessment assignment(s) Proficiency will be measured using a classroom-based writing assignment, both informal and formal, scaffolded at regular intervals over time solve truth; seed over time / sebody user makes the complete paper. Permander of the common department of								tasks, lessons, and assessments to determine common agreed upon expectations
classroom-based writing assessment assignment(s) classroom-based writing assessment assignment(Customized option:
be assessed according to rubric. Cultrainating product is complete paper. Culta-oration 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 asessment	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
tasks, lessons, and assessments to determine common agreed upon expectations of rigor and quality.								Parts, sections of writing assigned / scaffolded over time / school year, each to be assessed according to rubric. Culminating product is complete paper.
Customized option:								tasks, lessons, and assessments to determine common agreed upon expectations
								Customized option: