

Student Performance Goals

Outline the clearly measurable annual performance status and growth goals that the school will set in order to monitor and evaluate its progress accelerating student achievement. Respond to the following with regard to the proposed school's student performance goals and the Academic Framework.

1. Describe the student performance standards for the school as a whole.

In addition to the content standards articulated by Common Core Standards, Next Generation Science Standards, and Delaware Standards, students at VPS will be expected to meet 21st century learning standards. They will demonstrate competency in using information and technology as well as the life skills required to be successful. It is the goal of VPS to prepare students for a successful future that requires adaptability and the flexible application of skills across fields and sectors. Specifically, annual benchmarks will be set in the following areas:

Goal Area #1: Academic Achievement and Adequate Yearly Progress

At VPS, students will grow academically in English Language Arts, Math, Science, and Social Studies as measured by their performance on the Delaware Comprehensive Assessment System (DCAS). In grades 6-8, a higher percentage of VPS students will meet or exceed standards on the DCAS than across the state in all subject areas.

Goal Area #2: The Path to Explore Career Paths

When students enter VPS they will be essentially beginning their quest to explore various career opportunities. At VPS students will explore career fields in business and engineering. Students will choose which career path they would like to explore. At the end of the year students will demonstrate what they have learned in an end of the year project assessment and Business and Engineering Fair.

Goal Area #3: Alignment to the School's Mission

VPS will provide all students from grades 6-8 with a comprehensive, progressive, high quality college preparatory education, regardless of race or socioeconomic status, which will cultivate each students' talents and gifts in the areas of engineering and business. Vine's Preparatory seeks to provide a STEAM (Science, Technology, Engineering, Art, and Mathematics) approach to education and to cultivate the students' leadership skills through learning their rights, privileges, and responsibilities of being a United States citizen and with courses in Business, and Engineering fields. Each year, students will engage in either a business or engineering career path. Assessment will occur regularly in the career path courses that are developed by teachers that will measure students' progress. Additionally at the end of the year, students will have the option to participate in an Engineering and Business Fair where they showcase their innovative ideas and inventions.

Goal Area #4: School Culture and Family and Community Connections

Students will be encouraged to take ownership of the school. As students matriculate, they will also be encouraged to mentor those in lower grades and maintain a leadership position within the school. Students will be expected to utilize the knowledge they have obtained in regards to the rights and responsibilities of being a United States Citizen to create a school culture that is respectful, professional,

and trustworthy. Quantitative metrics will include daily attendance, grade completion and promotion, and school discipline data.

VPS seeks to engage parents into the daily life and culture of the school. Each grade level will strive to integrate parents into all aspects of their student's educational experiences and support them as primary educators and advocates for their children. Parents and staff will actively collaborate with student leaders to successfully carry out the vision and mission of VPS and to seek opportunities to use the community to connect students' learning to local issues that are contextualized in the local community. This goal will be measured through strong parental and community participation and attendance for the Business and Engineering Career Fair, parent satisfaction surveys, and parent and community volunteer hours at the school.

2. In addition to the State's mandatory assessments, identify the primary interim assessments that the school will use to assess student learning needs and demonstrate academic progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and Delaware Content Standards (Common Core State Standards in English Language Arts, Mathematics, and Next Generation Science Standards).

Students will be assessed through a variety of methods: Delaware Comprehensive Assessment System (DCAS), interim assessments, curriculum assessments, and assigned projects.

3. If the school plans to adopt or develop additional academic performance goals or assessments beyond the State's mandatory assessments, explain what standards the school will use, and describe the adoption or development process that has taken place or will take place. Include the timeline for achievement of student performance goals and the assessment of such performance.

VPS will not use any additional standards, performance goals, or assessments beyond what has been articulated.

4. Explain the school's policies and standards for promoting students' from one grade to the next. Describe how and when promotion and graduation criteria will be communicated to parents and students.

During the startup year, the Board of Directors will develop a promotion and retention policy to satisfy the requirements of 14 DE Admin Code 230. The expectation set in place by developing and approving a promotion and retention policy is that Vine's Preparatory School supports a consistent system wide standard for student promotion and retention decisions. Parents and students will receive promotion material during the enrollment process. In cases where retention may be warranted, the school leader will make the decision after consulting with the student's teacher, and parent or guardian. The school leader shall initiate personal contact with the parent/guardian concerning any student being considered for retention or special placement no later than April 15.

The promotion policies for grades 5-8 must also at a minimum:

- Students in grades 1 to 8 must receive instruction in English Language Arts or its equivalent, mathematics, social studies and science each year as defined in the Delaware Content Standards.

- Students in grades 1 to 8 must pass 50% of their instructional program each year (excluding physical education) to be promoted to the next grade level. One of the subject areas that must be passed is English Language Arts.

VPS will communicate the promotion policies to the parents and the students at the time of enrollment. The promotion policies will also be included in the application materials, on the website, in the grade/progress reports that are sent to the parents, and in the student code of conduct manual. Teachers will be required to notify the administration and to schedule a parent teacher advisor conference for any student that is in danger of not being promoted.

VPS will be proactive in monitoring students' progress and keeping parents informed.

5. Explain the process for ensuring that all students in grades 8-12 have a complete student success plan. Describe how the success plans will be monitored as required by 14 Del. C. § 5.0.

Every eighth grade student shall have a Student Success Plan (SSP) developed by the student, the student's advisor, at least one other school staff member and the student's parent(s), guardian(s) or relative caregiver. [For a student with an Individualized Education Program (IEP) the Student Success Plan (SSP) shall also incorporate the other aspects of the transition plan required by 14 DE'Admin.'Code'925.] In an effort to ensure that all students in 8th grade have a complete success plan, the following procedure will be followed:

- Advisors will schedule an initial meeting and then follow-up meetings with their 8th grade advisees to provide information about Student Success Plans and help students begin to develop their plans (PowerPoints and websites).
- Students will receive information and resources to begin to develop their success plan.
- Advisors will review students' drafts of their success plans and help students revise their success plans through comments and recommendations.

Copies of students' success plans will be filed electronically so that advisors, students, and parents/guardians will have access to the plans.

- Advisors will actively monitor student progress, on an ongoing basis and, at a minimum, by the end of each marking period.
- Advisors will provide/arrange support services if a student is failing or in danger of failing courses.
- An annual updating of the Student Success plans by the student, the student's advisor, at least one other staff member and the student's parent(s)/guardian(s) or relative/caregiver and others as appropriate will be required.
- Advisors will help students follow the guidelines for Career and Technical Education

(CTE) programs of study outlined in the CTE State Plan.

This procedure will be followed until the student transitions into high school.