

Student Performance Goals

Outline the clearly measurable annual performance status and growth goals that the....

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

- **Performance Standard 1: Academic Achievement and Adequate Yearly Progress**
 - LTA students will demonstrate consistent and steadfast growth in academic achievement in English language arts/literacy (ELA/literacy) and mathematics, social studies and science as measured by the Smarter Balanced Assessment, the Measures of Academic Progress (MAP), and course evaluations in all other curricular areas and the Common Core State Standards. By the time of LTA's application renewal, in grades 9 and 10, the percentage of students meeting or exceeding standards in math and reading, as measured by Smarter Balanced Assessment will exceed state averages. An increasing number of 10th grade students will demonstrate growth in meeting or exceeding the standard on the Smarter Balanced Assessment each year in science. We expect that our 11th grade students to perform well on the social studies (U. S. History) exam. All of LTA's students will receive standardized test practice, tutoring and strategies on Tuesdays during the extended day schedule.
 - LTA will implement the Response to Intervention (RTI) and summer education enrichment Compass Learning program to foster growth and development each year for students not meeting the standard. Students will demonstrate growth toward meeting the standard based on the standard score in each content area measured.
- **Performance Standard 2: Positive Behaviors**
 - LTA students will demonstrate positive behavior and excellent daily attendance that meets or exceeds that of high school students in New Castle County.
 - Students will play an active role in designing their learning experience. This will help to ensure that there will be fewer reportable incidents pursuant to Delaware Code.
- **Performance Standard 3: Mission-Specific Achievement**
 - LTA students will meet state and national recognition by becoming physically fit, healthy, practice good nutrition and academically successful through a curriculum focused on Science, Technology, Engineering and Math. LTA deems students will learn tolerance, a sense of integrity, health and wellness, respect for others and a strong self-concept.
- **Performance Standard 4: Student Success Plan**
 - LTA students will demonstrate annual progress in meeting or exceeding the measures on their **Student Success Plans** and electronic student portfolios (Career Cruising) and setting high performance standards for the following year.
- **Performance Standard 5: College Entrance Exams**

- LTA juniors and seniors will exceed the state average of 27.7% of Delaware’s high school students scoring below the national average of 1550 on the SAT test by 5% each year during the first five years.
- **Performance Standard 6: Learning Environment**
 - LTA students will demonstrate achievement in mission-specific learning by creating and maintaining an extraordinary learning environment that demonstrates advanced knowledge and skills in research, industrial and art design, technology, math, writing, wellness science and biomedical.
- **Performance Standard 7: College and Career Readiness**
 - The National High School Center has created a college and career development organizer to synthesize and organize an increasingly complicated and crowded field of college and career readiness initiatives. The organizer, composed of three strands, can be used to map the efforts of state education agencies (SEAs) and local education agencies (LEAs) as well as the many organizations devoted to researching and providing support for college and career readiness. LTA will ensure that its students meet the standards prescribed in this research based organizer for student accomplishment in setting and attaining goals for college and career readiness.
http://www.betterhighschools.org/CCR/documents/NHSC_CCROrganizer_2012.pdf
- **Performance Standard 8: Grade Level-Specific Performance Standards**
 - LTA will demonstrate achievement at each grade level by:
 - 9th grade – Successful completion of 9th grade Core Subject Benchmarks (80% +). Satisfactorily apply problem solving and communication solutions to a variety of real world problems and in a technical society. Actively participate in the Technology Student Association (TSA) or Health Occupations Students of America (HOSA) all four years. Successfully complete projects using the STEM approach and will satisfy all educational standards all four years.
 - 10th grade – Successful completion of 10th grade Core Subject Benchmarks (80% +). Use organizational skills to conduct research and solve real work problems. Scoring at or above the proficient level on the Smarter Balanced Assessment. Scoring at or above the state’s average of 45 on the PSAT in critical reading, math, writing by year three. Successfully completing driver’s education and scoring 1500 or above on the PSAT.
 - 11th grade – Successful completion of 11th grade Core Subject Benchmark (80% +). Apply critical thinking skills and teamwork to worldly challenges; construct viable arguments which demonstrate their problem solving abilities. Scoring at or above the minimum college entrance requirement of 1550 on the SAT by year three or 20 or above on the ACT. Completion of one semester of internship experience. Satisfactorily complete a presentation and review of their first major project exhibit. Successful completion of their electronic portfolio (Career

Cruising). Completion of six college credits in the Early College Program with Wilmington University.

- 12th grade – Submit an application to attend college and obtain guarantee acceptance in the college or career path of their choice. Participate in the “National College Application Month” in November. Satisfy standards for certificate programs. Complete the FAFSA financial aid form. Successful completion of internship experience, career exploration and development of soft-skills. Successfully complete advanced concepts in chosen Archway. Actively participate in the Technology Student Association (TSA) or Health Occupations Students of America (HOSA) and attend a State or National Leadership Conference by year four. Satisfactorily complete a Graduation or Capstone project presentation and review.

2. In addition to the State’s mandatory assessments, identify the primary interim

LTA will use multiple data sources to enhance student learning while focusing on the need to ensure that all students are college and career ready. LTA will participate in the DDOE testing program as well as use formative and summative assessments to: (1) make effective educational decisions designed to close the achievement gap, (2) strategically pinpoint students’ academic strengths and weaknesses, (3) design appropriate academic goals, (4) determine end objectives for students, (5) measure performance goals, and (6) target instruction based on Common Core State Standards. Teachers and administrators will meet on a weekly basis in Professional Learning Communities to analyze data and focus on the instructional needs of students. Teams will collaborate on how data will be used to monitor and assess overall school performance goals, evaluate the rigor and quality of classroom instruction; and make necessary systemic changes in instructional design and delivery when needed.

In the Interactive Mathematics Common Core Program (IMP), LTA students will be assessed by diagnostic and summative assessments at the course and chapter levels. At the lesson level, they will be assessed by diagnostic and formative assessments. All of these are built in assessments. This program is aligned to Common Core State Standards and assessment items will capture the instructional and cognitive shifts required by Common Core: deeper understanding, increased focus and coherence, and the application of mathematics to real world learning. The tasks within the IMP assessments are comparable to the performance based items that have been released by the Smarter Balance Assessment Consortia. MAP assessments will provide baseline instructional data for the Integrated Math Program.

In English Language Arts diagnostic reading assessment for targeted students in Tier II and III for RTI will begin in August and September and will continue throughout the year. Formative assessment that provides baseline data for English and reading will be used for student consideration in placement. Test results are used by academic advisors and counselors to help students determine course selections. MAP assessments will provide baseline data in reading. Lexile reading levels will be provided. Data summaries can be used to guide instruction and

establish Student Learning Plans. MAP assessments contribute to Response to Intervention (RTI) composite as a screening device for all content subjects. Teacher-developed rubrics that define which reading standards a particular project is addressing and articulate what performance looks like as students fall well below, approach, meet, or exceed reading standards. Teachers will use oral communications rubrics to assess students' comprehension abilities when they talk with other students in a collaborative context as they work on projects. All of the rubrics will be developed in alignment to Common Core and will align with assessment rubrics provided through the Smarter Balanced Assessment Consortium to assess performance-based tasks. The project and oral communications rubrics will be developed for the 9-10 cluster and the 11-12 cluster to reflect the two clusters in the Common Core Standards.

LTA will be a member of the Social Studies Coalition and will use the formative and summative assessments, transfer tasks, and rubrics developed by the Coalition. The partnership includes the Department of Education, public school districts throughout the state, charter schools, and other agencies involved in standards-based instruction and assessment (Center for Economic Education and Entrepreneurship, Delaware Geography Alliance, Delaware Social Studies Education Project, Democracy Project and State Archives). LTA will agree to collaborate in the systemic improvement of the Social Studies Coalition K-12 social studies programs as outlined in this memorandum. In the stand-alone Enhanced Economics course, teachers will use the Social Studies Coalition units and interim assessments. For the units defined in the Enhanced Economics curriculum map that are not from the Coalition, teachers will use the instructional materials and interim assessments from Economics: Concepts and Choices from Holt McDougal. In developing the interim assessments for non-Social Studies Coalition units, teachers will critically evaluate the project library's or publisher's suggested assessments and revise based on the Delaware Social Studies Standards identified for that unit and the enduring understandings, essential questions, and learning targets identified for that unit. LTA will also use the Common Core Conversations General Resources for assessment options. (<http://www.commoncoreconversation.com/general-resources-for-all-subject-areas.html#sthash.76CWxMsa.dpbs>).

For science, LTA will be a member of the Science Coalition and will use the formative and summative assessments and rubrics defined in the curriculum materials developed and/or adopted by the Coalition. For the science courses that have not been fully developed by the Science Coalition, teachers will use the instructional materials and interim assessments from the following materials: Houghton Mifflin Harcourt ibooks for Grade 10 – Biology, Grade 11 – Modern Chemistry and Grade 12 Physics. Teachers may also use the Grade 9 – Environmental Science ibook as a personal reference to enhance the 9th grade science kits. Now that Delaware has officially adopted the Next Generation Science Standards, the science teachers from LTA will work with the Science Coalition, as opportunities are available, to realign instruction and interim assessments to these standards. As with social studies, LTA will also use the Common Core Conversations General Resources for assessment options. (<http://www.commoncoreconversation.com/general-resources-for-all-subject-areas.html#sthash.76CWxMsa.dpbs>).

In Spanish, teachers will use teacher-created interim assessments that are aligned to the Delaware Prioritized World Language Standards, and the enduring understandings, essential questions, and learning targets reflected in the curriculum maps. Both formative and summative assessments will reflect the various modes of communication, including interpersonal, presentational, and interpretive tasks. The Spanish teacher will use rubrics from the DDOE World Language website to articulate expectations for the assessment, to guide the development of the students' products, and as the final assessment tool.

DDOE website. Additional materials and assessments outside the DDOE model health units will come from Healthteacher.com and Centers for Disease Control and Prevention – Coordinated School Health – Whole School, Whole Community, Whole Child program or will be teacher-created and aligned to the Delaware Health Education Standards and the enduring understandings, essential questions, and learning targets reflected in the curriculum maps.

In the physical education program, the physical education teacher will use the model units available on the DDOE Physical Education webpage which are aligned to Delaware's Physical Education Standards. These model units provide performance assessments and rubrics to assess both the student's performance of the fitness concept and written responses which articulate understanding. For units of instruction for which there are not model units, the teacher will create assessments and rubrics similar to those found in the model units and ensure they are aligned to the Physical Education Standards. Students will also participate in the Fitness Gram assessment at the beginning and end of the Physical Education course.

In the visual and performing arts, teachers will use teacher-created interim assessments and rubrics that are based on Delaware's Visual and Performing Arts Standards. The assessments will be largely performance based and will evaluate students' capacity to demonstrate their understanding of theoretical concepts of the visual or performing arts and their ability to create artworks and musical interpretations and compositions.

Based on DDOE guidelines and regulations, the school's assessment plan will include the implementation of the Response to Intervention (RTI) model designed to ensure success for all students -- especially those who are struggling and need extra help. In addition to RTI, an LTA Advisory Program will be established to provide on-going academic support to help students achieve optimal success in their respective STEM Archways. The advisories will also foster support in helping students meet or exceed the performance goals at each grade level

3. If the school plans to adopt or develop additional academic performance assessment...

LTA will not adopt or develop any additional standards, performance goals, or assessments beyond what has been specified in the application. *See Appendix Addendum 1 Section 1.3 for LTA Student Assessment Plan*

4. Explain the school's policies and standards for promoting students' from one grade to ...

LTA is confident that it will meet and exceed the credit requirements of the Delaware Department of Education for promotion and graduation in each of its core curriculum subjects

in English, math, science and social studies. LTA will offer the following AP courses in math, science and social studies prior to its renewal: AP Calculus AB/BC, AP Statistics, AP Biology, and AP Chemistry, AP Physics, AP Government and Computer Science. Students will also complete at least four credits of STEM coursework, community service hours related to the STEM disciplines (earning the Delaware Volunteer Credit 90 hour certificate for community service). LTA students will complete a Senior Capstone/Graduation Project. Students will not be promoted into the next grade until all of the requirements at each grade level have been met. *For the exit standards and promotion criteria for Students in grades 9-12, see Appendix 5 Section 1.3 Student Handbook.*

The criteria for promotion will be communicated to parents through the Student/Parent Handbook during Parent Information Night when parents register their students to attend LTA. On the first day of school students will receive a LTA agenda book which will articulate LTA's policies for graduation, code of conduct, promotion policy, school organizations and other vital material for student and parent knowledge. The same will be reiterated at Open House Night. Additionally, in their advisories, students and their advisors will update and monitor the Student Success Plans and promotion criteria and share that information with parents. LTA's website and quarterly school newsletters will continually detail its standards for promotion and exit. Each spring during course selection process, a new and revised course catalog will define courses, prerequisites, and credit requirements as well as other clubs and organizations. Students will be able to track their academic progress and credit completion through their student portfolios.

5. Explain the process for ensuring that all students in grades 8-12 have a complete...

LTA's 9th graders will receive an orientation and a PowerPoint guided instruction tour on how to establish and maintain their Career Cruising account in their ELA classes during the second week of school. ([http://www.powershow.com/view/3af286-ZWQ1M/Student Success Plan for Delaware powerpoint ppt presentation](http://www.powershow.com/view/3af286-ZWQ1M/Student_Success_Plan_for_Delaware_powerpoint_ppt_presentation))

Advisories will play a critical role in SSP with the student throughout the student's tenure at the school. Students will create their post LTA plan and update their profile on Career Cruising at least twice per year. Although students may update their profile and SSP on Career Cruising anytime, advisors will specifically schedule time for students to update their profiles at the end of each semester. To monitor each student's SSP, advisors will confer with each student about the student's SSP and his or her goals for the year, noting how well the student is progressing through benchmarks to meet those goals. For some students, more frequent conferences will be required due to indicators (such as inconsistent attendance, low scores on Smarter Balanced Assessment, missed due dates, low formative assessment scores, etc.) which suggest they may struggle to stay on course. Parents will be expected to monitor their student's SSP progress and reports as well as assisting students with their individualized student portfolios. In organizing LTA's advisories, students will be assigned to teachers or staff based on relationships, coaching, and an agenda driven by the needs of the students. LTA realizes that different teachers have different strengths as advisors. Some changes in groups may be necessary to accommodate changing student needs and group dynamics. Otherwise, a student

will be matched with the same advisor during their four year tenure at LTA. LTA's Hybrid A/B Block Schedule will allow its students to meet with their advisor for 15 minutes each morning immediately following the Wellness and Morning News Block in what is call our C-S-N Advisory Center (Cultivating, Strengthening Nurturing). Additional time is built in the schedule for C-S-N Advisory Center each Friday for 45 minutes. *See Appendix 6 Section 1.3 for the full PPT block schedule and additional information regarding LTA's advisory program.*