

# COLLEGE AND CAREER ADVISING AND MENTORING PLAN (2019-2020)

## NARRATIVE - TEMPLATE PART 1

<b>School District</b>	<b># 489</b>	<b>Name: Idaho Technical Career Academy</b>	
Superintendent	Name: Monti Pittman		Phone: 208-917-2420
	E-mail: <a href="mailto:mpittman@k12.com">mpittman@k12.com</a>		
Advising Plan Contact	Name: Hailey McDevitt		Phone: 208-917-2420
	E-mail: <a href="mailto:hmcdevitt@idtca.org">hmcdevitt@idtca.org</a>		

**Instructions:** Provide information about the college and career advising model used by the LEA. Please put an “X” in the table indicating the model you use. If you are using a combination of models, please choose “Hybrid” and list the models included in your program. Use the space below the table to provide additional information about how the models are combined into a hybrid program. If you are using a research-based model that is not in the list, please describe the model and provide detailed information about how it was determined to be an appropriate research-based, effective model and include links to research as available.

### College and Career Advising Model - REQUIRED

	Model Name	Additional Details
X	School Counselor	
	Teacher or paraprofessional as advisor	
	Near Peer Mentoring / Mentoring	
	Virtual or Remote Coaching	
	GEAR UP	
	Transition Coordinator	
	Student Ambassadors	
	HYBRID (please list all models used in Details)	

# COLLEGE AND CAREER ADVISING AND MENTORING PLAN (2019-2020)

## NARRATIVE - TEMPLATE PART 1

**Instructions:** The Advising Program Summary section is required. Please provide information regarding your planned 2019-2020 College and Career Advising and Mentoring Program, with a particular focus on how you will meet the requirements of Idaho law. In your Program Summary, include a details about advising services provided to all students (grades 8-12) or by grade level, if variable by grade.

### Advising Program Summary - REQUIRED

- Conduct College Assembly – facilitate assemblies between post-secondary institutions and ITCA students
- Complete graduation plans for each student and share with each family
- Require all students to participate in Career-Technical Education (CTE) pathways
- Require students to test for industry certifications
- Require students to take exploratory career courses that include instruction in college and career exploration
- Offer an Achieving your College and Career Goals course
- Provide Dual Credit opportunities with post-secondary programs
- Provide opportunities for students to obtain leadership experience through the Business Professionals of America (BPA)
- Provide scholarship information to students
- Provide post-secondary regional transition coordinator information to students

**Instructions:** Per statute, you are required to notify parents regarding the college and career advising and mentoring services and resources available to their children. Please describe the process you use to notify parents.

### Summary of Parental Notification - REQUIRED

- Conduct College Assembly – facilitate assemblies between post-secondary institutions and ITCA students
- Complete graduation plans for each student and share with each family
- Provide scholarship information to students and parents
- Provide post-secondary regional transition coordinator information to students and parents
- Share college and career readiness materials on ITCA website

# COLLEGE AND CAREER ADVISING AND MENTORING PLAN (2019-2020)

## NARRATIVE - TEMPLATE PART 1

Other Notes / Comments

Please proceed to the Advising Plan Metrics – Template Part 2

Performance Metrics Instructions:

Provide your data and set Benchmarks (performance targets) using the **2019-20 Advising Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions and Examples and Metrics. Please review the Instructions and Examples before entering your data into the Metrics tab.

# CONTINUOUS IMPROVEMENT PLAN (2019-2020)

## NARRATIVE - TEMPLATE PART 1 - OPTION A

<b>School District</b>	<b># 489</b>	<b>Name: Idaho Technical Career Academy</b>	
Superintendent	Name: Monti Pittman		Phone: 208-917-2420
	E-mail: mpittman@k12.com		
CIP Contact	Name: Julie Ingwersen		Phone: 208-917-2420
	E-mail: jingwersen@k12.com		

**Instructions:** Your Continuous Improvement Plan must include a mission statement and vision statement. Please provide them in this section.

### Mission and Vision - REQUIRED

**Mission:** ITCA is a virtual career-technical education charter school that provides an occupational sequence of instruction that will prepare Idaho students to obtain the necessary technical skills needed to succeed.

**Vision:** To create a virtual career-technical education charter school which will provide an appropriately sequenced curriculum that will equip the student with the foundational academic and technical skills to enable them to pursue post-secondary education, achieve occupational certifications, or enter directly into the workforce.

**Instructions:** Per statute, please describe how your school district or charter school considered input from the community in developing or revising your Continuous Improvement Plan.

### Community Involvement in Plan Development - REQUIRED

Prior to the beginning of the school year, the Head of School meets with the Board to review data from state reports and on academic progress to determine goals for the school for the upcoming school year. The school year begins with an all-staff face to face in-service. Teachers, family support staff, and school administration meet to discuss goals/strategies for the coming year that have been passed down by the ITCA Board. Teacher training and best practice events are also conducted. Throughout the year, faculty meetings with the entire staff are held weekly at ITCA. In those meetings, topics such as strategies for improving student progress, teacher training, policies, and general planning and updates are discussed. Student data is discussed, and plans are made, and progress on goals set in the first of year face to face in-service are monitored and reported. The instructional staff also meets weekly for Professional Learning Community (PLC) meetings. In those meetings, instructional staff goes into greater detail on how to accomplish student achievement goals, and how to implement the general planning outlines and updates discussed in the faculty meeting. The Head of School, teachers, counselor, registrar and Student Support Advisor (SSA) communicate daily through email and instant message. Teachers and Student Support Advisor (SSA) communicate with individual families through email, web-conference or classes, and phone throughout the school year. The staff holds Parent-Teacher Conferences and face to face study events with students/families four times per year (twice per semester.) The Head of School participates in the monthly Board meeting, providing updates on school events and progress on established goals.

# CONTINUOUS IMPROVEMENT PLAN (2019-2020)

## NARRATIVE - TEMPLATE PART 1 - OPTION A

**Please proceed to the Continuous Improvement Plan Metrics and Demographics – Template Part 2.**

Performance Metrics and Demographics Instructions:

Provide your data and set Benchmarks (performance targets) using the **2019-20 Continuous Improvement Plan Metrics – Template Part 2**. The template includes three (3) tabs: Instructions and Examples, Metrics, and Demographics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

# COMBINED DISTRICT PLAN (2019-2020)

## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

District # 489	District Name: Idaho Technical Career Academy
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### METRICS

#### Section I: Continuous Improvement Measures (Benchmarks for all metrics Section I Metrics are required)

LINK to District Report Card with previous year's data for the Section I Metrics:	<a href="https://idahoschools.org/schools/1368">https://idahoschools.org/schools/1368</a>
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Goal	Performance Metric	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
All students will be college and career ready	4-year cohort graduation rate	<b>32%</b>
All students will be prepared to transition from middle school / junior high to high school	% students who scored proficient on the 8th grade math ISAT	*
	% students who scored proficient on the 8th grade ELA ISAT	*
All students will be prepared to transition from grade 6 to grade 7	% students who scored proficient on the 6th grade math ISAT	*
	% students who scored proficient on the 6th grade ELA ISAT	*
All students will demonstrate the reading readiness needed to transition to the next grade	% students who scored "proficient" on the Kindergarten Spring IRI	*
	% students who scored "proficient" on the Grade 1 Spring IRI	*
	% students who scored "proficient" on the Grade 2 Spring IRI	*
	% students who scored "proficient" on the Grade 3 Spring IRI	*

**NOTES: \*We are a charter school that only serves grade levels 9-12**

# COMBINED DISTRICT PLAN (2019-2020)

## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

### Section II: Additional Continuous Improvement Measures (blue-shaded metrics are required; unshaded are optional)

Goal	Performance Metric	SY 2017-18 (Yr 1)		SY 2018-19 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
		# benchmark	# tested	# benchmark	# tested		
All students will be college and career ready	# of students who met the college ready benchmark on the college entrance exam (SAT/ACT)	3	16	4	15	Not Required	Not Required
	% students who met the college ready benchmark on the college entrance exam (SAT/ACT)	0.1875		0.266666667		7.92 percentage points	<b>Increase 4.5 percentage points</b>
	% students participating in one or more advanced opportunities					Not Required	
	% CTE track HS students graduating with an industry-recognized certification					Not Required	
	% CTE track HS students who passed the CTE-recognized workplace readiness exam					Not Required	
<b>NOTES:</b>							

# COMBINED DISTRICT PLAN (2019-2020)

## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

### Section III: Required College and Career Advising Performance Metrics (all Section III Metrics are required)

Goal	Performance Metric	SY 2017-18 (Yr 1)		SY 2018-19 (Yr 2)		2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
All students will be college and career ready	# of HS students graduating with an associate's degree or a CTE certificate	10%		32%		<b>35%</b>
	% of students with learning plan created and reviewed in 8th grade	8th grade	*	8th grade	*	*
	% of learning plans reviewed annual by grade level	9th grade	100.00%	9th grade	100.00%	<b>100%</b>
		10th grade	100.00%	10th grade	100.00%	<b>100%</b>
		11th grade	100.00%	11th grade	100.00%	<b>100%</b>
		12th grade	100.00%	12th grade	100.00%	<b>100%</b>
	# students who Go On to some form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2017 cohort	# Enrolled	# 2018 cohort	Not Required
		5	11	4	10	
	% students who Go On to some form of postsecondary education within 1 year of HS graduation	45.45%		40.00%		<b>50%</b>
	# students who Go On to some form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2016 cohort	# Enrolled	# 2017 cohort	Not Required
2		7	7	11		
% students who Go On to some form of postsecondary education within 2 years of HS graduation	28.57%		63.64%		<b>65%</b>	

**NOTES: \*We are a charter school that only serves grade levels 9-12**



# COMBINED DISTRICT PLAN (2019-2020)

## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

### Section IV: College and Career Advising - LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2018-19 Results	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
Technology pathway students, in the capstone class, demonstrate workforce readiness skills by Meeting or exceeding the written cut score on the NOCTI Pathways assessment for Technology.	50% = Meets Standard	Exceeds standard of 75% or greater
Business pathway students in the capstone class demonstrate workforce readiness skills by Meeting or exceeding the written cut score on the NOCTI Pathways assessment for Business	100% = Exceeds Standard	Exceeds standard of 75% or greater
Health pathway students in the capstone class demonstrate workforce readiness skills by Meeting or exceeding the written cut score on the NOCTI Pathways assessment for Health	100% = Exceeds Standard	Exceeds standard of 75% or greater
<b>NOTES:</b>		

### Section V: Literacy Intervention - LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2018-19 Results	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
<b>NOTES:</b>		

# COMBINED DISTRICT PLAN (2019-2020)

## METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

District # 489	District Name: Idaho Technical Career Academy
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**INSTRUCTIONS:** An annual demographics update is a required part of the Combined Plan. Please provide demographics data using the table below. We encourage you to use the Notes section to specify when the data is from and to use data from similar times of year so that it can be compared across years (most districts provide demographics data based on fall enrollment information, but this is not required). You are welcome to revise the table to provide demographics data for additional years if you would like. If there is additional contextual information about your demographics that you believe will help readers understand the students you serve (or that represent substantial changes in your demographics), we encourage you to provide that in the Notes section below the table (optional).

### DEMOGRAPHIC ANALYSIS

Group	2018-2019	2019-2020
Female	53.0%	58.0%
Male	47.0%	42.0%
Asian	1.0%	1.3%
Black / African American	0.0%	2.0%
Hispanic / Latino	7.8%	10.0%
Native American	0.0%	1.3%
White	87.1%	84.6%
Free / Reduced Lunch Program	42.0%	40.0%
Received Special Education (IEP Students)	9.0%	10.0%

**NOTES:** September 2018 & 2019 demographic data comparison