

COMBINED DISTRICT PLAN (2020-2021)

Continuous Improvement Plan • College and Career Advising Plan • Literacy Intervention Plan

NARRATIVE - TEMPLATE PART 1

LEA	#	Name:
Superintendent	Name: Monti Pittman	
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Plan Contact	E-mail: mpittman@k12.com	
	Name: Julie Ingwersen	
Plan Contact	Phone: 208-917-2420	
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Instructions: This section meets one of the Continuous Improvement Plan requirements. Please provide your school district/charter school mission statement and vision statement 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.

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Instructions: This section addresses requirements of the Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and the Literacy Intervention Plan. In this section, please provide an explanation of:

- 1) How the school district / charter school involved parents and community (or considered their input) in developing this Combined Plan (or separate descriptions for the Continuous Improvement Plan and the Literacy Intervention Plan);
- 2) How parents are notified of the college and career advising and mentoring services and resources available to their children; and
- 3) How parents are informed that their child has qualified for literacy intervention and are given the opportunity to be involved in the development of their child's individual reading plan.

Community Involvement - REQUIRED

Community Involvement in the development of the Combined District Plan (or CIP and Literacy Plan)

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.

Parent Notification of College and Career Advising and Mentoring Services

- 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

Parental Involvement in Students' Individual Reading Plans

* *Not applicable. Literacy interventions are for students in grades K-3. ITCA serves grade levels 9-12.*

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Instructions: The Literacy Intervention Program Summary section is required. Please provide information regarding your planned 2020-2021 Literacy Intervention Program, with a particular focus on how your program is meeting the requirements of Idaho law in providing literacy interventions to students in grades K-3. If you need additional guidance regarding information you should provide in this section, please see the recommendations in the guidance section of the Literacy Intervention Plan Narrative template or view the Combined District Plan Review Checklist on our [website](#).

LITERACY INTERVENTION PROGRAM

Literacy Program Summary - REQUIRED

**Not applicable. ITCA serves grade levels 9-12.*

Instructions: Per statute, your Literacy Intervention Plan must be aligned to the State-Board approved [Idaho Comprehensive Literacy Plan](#). This section is used to demonstrate alignment. If you need additional recommendations regarding ways to complete this section, please see the suggestions provided in the guidance pages of the Literacy Intervention Plan Narrative template.

Comprehensive Literacy Plan Alignment - REQUIRED

**Not applicable. ITCA serves grade levels 9-12.*

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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 AND MENTORING PROGRAM
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)	

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Instructions: The 2020-2021 Advising Program Summary section is required. Please provide information regarding your planned 2020-2021 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 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

Other Notes / Comments

Please proceed to the Combined District Plan Metrics – Template Part 2 AND the Literacy Plan Proposed Budget – Template Part 3.

Performance Metrics Instructions:

Provide your data and set Benchmarks (performance targets) using the **2020-21 Combined Plan Metrics – Template Part 2**. The template includes three (2) tabs: Instructions and Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

Literacy Plan Proposed Budget Instructions:

Provide the Proposed Literacy Plan Budget using the **2020-21 Combined Plan- Literacy Budget – Template Part 3**. Please note that the budget template includes three (3) tabs: Instructions, Budget Estimator, and Proposed Budget. Please review the Instructions tab before entering your data into the Proposed Budget tab.

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA #	489	LEA Name:	Idaho Technical Career Academy
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/schools/1368/profile
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Please Note: Due to school closures in Spring 2020, data on the report card will be incomplete for the 2019-2020 school year.

Section I: Continuous Improvement Measures - Current & Previous Year Benchmarks (All Section I data is required)

Goal	Performance Metric	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
		2019 cohort	2020 cohort
All students will be college and career ready	4-year cohort graduation rate	32.0%	48.0%
	% students who meet the college ready benchmark on the college entrance exam (SAT/ACT)	Increase 4.5 percentage points	Increase 4.5 percentage points
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the 8th grade math ISAT	*	*
	% students who score proficient on the 8th grade ELA ISAT	*	*
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the 6th grade math ISAT	*	*
	% students who score proficient on the 6th grade ELA ISAT	*	*
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	*	*
	% students who score proficient on the Grade 1 Spring IRI	*	*
	% students who score proficient on the Grade 2 Spring IRI	*	*
	% students who score proficient on the Grade 3 Spring IRI	*	*

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section II: Report of Progress Narrative (required)

Instructions: In the provided box, please address the following: 1) the progress your LEA made towards your established 2019-20 Benchmark goals associated with the Continuous Improvement Measures (as shown in Section I); and 2) how your results reflect the effectiveness of your LEA's Literacy Intervention Plan. You may expand the size of the box, if needed. Note - you are not expected to provide data unavailable due to 2019-20 school closures. Please do your best to reflect on any pre-closure information you have available.

Please note: **We are a charter school that only serves grade levels 9-12*

ITCA has improved cohort graduation rate since last year, and strives to continue improving. The SAT's were not offered because the COVID-19 pandemic.

Section III: Additional Continuous Improvement Measures (All Section III Metrics are **optional**)

Goal	Performance Metric	SY 2018-19 (Yr 1)	SY 2019-20 (Yr 2) if available	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
All students will be college and career ready	% students who participate in one or more advanced opportunities			
	% CTE track HS students who graduate with an industry-recognized certification			
	% CTE track HS students who pass the CTE-recognized workplace readiness exam			

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section IV: Required College and Career Advising Performance Metrics (All Section IV data is required)

Goal	Performance Metric	SY 2018-19 (Yr 1)		SY 2019-20 (Yr 2) if available		2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
All students will be college and career ready	# of HS students who graduate with an associate's degree or a CTE certificate	32%		39%		45.0%
	% of students with learning plans created and reviewed in 8th grade	8th grade	*	8th grade	*	*
	% of students whose learning plans are reviewed annually by grade level	9th grade	100.0%	9th grade	100.0%	100.0%
		10th grade	100.0%	10th grade	100.0%	100.0%
		11th grade	100.0%	11th grade	100.0%	100.0%
		12th grade	100.0%	12th grade	100.0%	100.0%
	# students who Go On to some form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2018 cohort	# Enrolled	# 2019 cohort	Not Required
		4	10	3	20	
	% students who Go On to some form of postsecondary education within 1 year of HS graduation	40.0%		15.0%		20.0%
	# students who Go On to some form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2017 cohort	# Enrolled	# 2018 cohort	Not Required
	7	11	5	10		
% students who Go On to some form of postsecondary education within 2 years of HS graduation	63.6%		50.0%		55.0%	

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

Performance Metric	SY 2018-19 Results	SY 2019-20 Results if available	2020-21 Benchmarks (LEA Chosen 2020-2021 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	80% = Exceeds 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	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	100% = Exceeds Standard	Exceeds standard of 75% or greater

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

Performance Metric	SY 2018-19 Results	2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)	SY 2019-20 Results if available	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)