CONTINUOUS IMPROVEMENT PLAN (2021-2022)

NARRATIVE - TEMPLATE PART 1

LEA	# 489	Name: Idaho Technical Career Academy	
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

<u>Community Involvement in the development of the Combined District Plan (or CIP and Literacy Plan)</u>

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 in-person 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. 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 in-person 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 Community Engagement Coordinator communicate daily through email and instant message. Teachers and Community Engagement Coordinator 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 (2021-2022)

NARRATIVE - TEMPLATE PART 1

<u>Parent Notification of College and Career Advising and Mentoring Services</u>

- Conduct College & Career 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

<u>Parental Involvement in Students' Individual Reading Plans</u>

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

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

Performance Metrics Instructions:

Provide your report card link, Progress Report, and set Benchmarks (performance targets) using the **2021-22 Continuous Improvement Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions and Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

LEA # 489	LEA Name: Idaho Technical Career Academy

METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/schools/1368/profile

Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets
(blue shaded metrics are required)

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
All students will be college and career ready	4-year cohort graduation rate	**2020 cohort**	**2021 cohort**
		48.0%	**52.0%**
	5-year cohort graduation rate (optional metric)	**2019 cohort**	**2020 cohort**
		Not required	
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)		
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the grade 8 Math ISAT	N/A	N/A
	% students who make adequate growth on the grade 8 Math ISAT	N/A	N/A
	% students who score proficient on the grade 8 ELA ISAT	N/A	N/A
	% students who make adequate growth on the grade 8 ELA ISAT	N/A	N/A
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	N/A	N/A
	% students who make adequate growth on the grade 6 Math ISAT	N/A	N/A
	% students who score proficient on the grade 6 ELA ISAT	N/A	N/A
	% students who make adequate growth on the grade 6 ELA ISAT	N/A	N/A

Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets (Section II data is required)

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	N/A	N/A
	% students who score proficient on the Grade 1 Spring IRI	N/A	N/A
	% students who score proficient on the Grade 2 Spring IRI	N/A	N/A
	% students who score proficient on the Grade 3 Spring IRI	N/A	N/A
	% students who score proficient on the Grade 4 ELA ISAT	N/A	N/A
	% students who make adequate growth on the Grade 4 ELA ISAT	N/A	N/A

Section III: How LEA Measures Progress Towards Literacy Goals and Targets (required)

Instructions: To indicate how your LEA intends to measure your progress towards your literacy goals and targets, <u>you may choose to complete either Section III.A **or** Section III.B</u>. Section III.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and II), which may be consistent with previously chosen LEA chosen metrics. Section III.B allows you to address your plan to measure progress through a short narrative.

Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)			
Performance Metric	**2020-21 Performance Targets (previously chosen by LEA)**	**SY 2020-21 Results (if available)**	**2021-22 Performance Targets (LEA Chosen)**

Section III.B: Narrative on Measuring Literacy Progress

Instructions: If you are choosing to use section III.B to address the Section III requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's literacy goals and targets. Please note that your description must include measurements that are distinctly *different* than those required in Sections I and II, above.

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

Goal	Performance Metric	2020-21 Performance Targets (previously chosen by LEA)		SY 2020-21 Results		2021-22 Performance Targets (LEA Chosen)
All students will be college and career ready	# of HS students who graduate with an associate's degree or a CTE certificate	18		40		**42**
	% of students with learning plans created and reviewed in 8th grade	**8th grade**	N/A	**8th grade**	N/A	**N/A**
	% 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 a form of postsecondary education within 1 year of HS graduation	**# Enrolled**	**# 2020 cohort**	**# Enrolled**	**# 2020 cohort**	Not Required
		N/A	N/A	8	29	
	% students who Go On to a form of postsecondary education within 1 year of HS graduation	20.0%		27.6%		**30%**
	# students who Go On to a form of postsecondary education within 2 years of HS graduation	**# Enrolled**	**# 2019 cohort**	**# Enrolled**	**# 2019 cohort**	Not Required
		N/A	N/A	5	19	
	% students who Go On to a form of postsecondary education within 2 years of HS graduation	55.0%		36.8%		**37%**

Section V: How LEA Measures Progress Towards College & Career Advising & Mentoring Goals (required)

Instructions: To indicate how your LEA intends to measure your progress towards your college and career advising and mentoring goals and targets, you may choose to complete either Section V.A **or** Section V.B. Section V.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and IV), which may be consistent with previously chosen LEA chosen metrics. Section V.B allows you to address your plan to measure progress through a short narrative.

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

Performance Metric	2020-21 Performance Targets (previously chosen by LEA)	SY 2020-21 Results (if available)	2021-22 Performance Targets (LEA Chosen)
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.	Exceeds standard of 75% or greater	100% = 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.	Exceeds standard of 75% or greater	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.	Exceeds standard of 75% or greater	100% = Exceeds Standard	**Exceeds standard of 75% or greater**

Section V.B: Narrative on Measuring College and Career Advising and Mentoring Progress

Instructions: If you are choosing to use section V.B to address the Section V requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's college and career advising and mentoring goals and targets. Please note that your description must include measurements that are distinctly *different* than those required in Sections I and IV, above.

Section VI: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2020-2021 Performance Targets (as chosen for your 2020-2021 plan(s) and included in the sections above). We recommend your reflection include a) your successes in meeting performance targets; b) your areas of challenge (including those where previously set performance targets were not met); and c) any plans you have to build on your success and/or address challenges. You may expand the size of the box, if needed.

Successes
Due to the challenges of the pandemic, our enrollment increased with limited resources. Our teachers were flexible and resilient, and put in more work than ever before.

2020-21 Performance Targets Met
Graduation Rate (52%)
Advising HS learning plans for all grade levels 9-12 (all 100%)
Number of students who earned CTE Certification increased from 18 to 40.
Advising LEA Chosen Goal: All NOCTI pathway assessments for each pathway was met (all 100%).

Planned Strategies to Address Areas of Challenge
Our counselor is working to strategically support our high school students in considering postsecondary education and understanding the steps they should take to make pursue it. ITCA continually seeks opportunities to educate students about college by conducting workshops, college presentations, and discussions during graduation planning sessions.

Section VII: Notes (Optional space for contextual information about data and/or target-setting process for Sections I - V)

NOTES:
We are not able to provide any staff performance data because none of our aggregated groups are five (5) or more.