

COMBINED DISTRICT PLAN (2018-2019)

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

NARRATIVE - TEMPLATE PART 1

School District	#489	Name: Idaho Technical Career Academy	
Superintendent	Name: Monti Pittman		Phone: 208-917-2420
	E-mail: mpittman@k12.com		
Plan Contact	Name: Brad Christopherson		Phone: 208-917-2420
	E-mail: bchristopherson@k12.com		

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. You may also provide additional information such as beliefs, philosophy, or overarching goals (all optional).

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 work force.

Instructions: This section meets one of the Continuous Improvement Plan requirements. Please provide demographics data using the table below. We encourage you 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 below the table (optional).

Demographic Analysis - REQUIRED

	2017-2018	2018-2019
Male	51%	47%
Female	49%	53%
White	83.04%	87.13%
Black/African American	0%	0
Asian	1.79%	.99%
Native American	0%	0%
Hispanic/Latino	9.82%	7.82%
Free/Reduced Lunch Program	47%	42%
Received Special Education (IEP Students)	10%	9%

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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 the Continuous Improvement Plan, College and Career Advising 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

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 go 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 Family Support Liaison (FSL) communicate daily through email and instant message. Teachers and Family Support Liaisons 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 4 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

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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)	

Instructions: The 2018-2019 Advising Program Summary section is required. Please provide information regarding your planned 2018-2019 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 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 career exploratory 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 regional transition coordinator information to students

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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 **2018-19 Combined Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions & 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 **2018-19 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 - TEMPLATE PART 2 - OPTION A

District #	489 District Name: Idaho College and Career Readiness Academy
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METRICS

Continuous Improvement Measures (all shaded metrics are required)

Goal	Performance Metric	SY 2016-17 (Yr 1)	SY 2017-18 (Yr 2)	Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
All students will be college and career ready	% of students who met the college ready benchmark on the college entrance exam (SAT/ACT) on ERW	69%	77%	8 percentage points	Meet or Exceed State average
	% students who met the college ready benchmark on the college entrance exam (SAT/ACT) on Math	19%	23%	4 percentage points	Increase 3 percentage points
	% students participating in one or more advanced opportunity	16%	12%	-3.9 percentage points	10% higher
	# of CTE track HS students recieved an industry-recognized certification	8	5	Not Required	10
	% CTE track HS students who passed the CTE-recognized workplace readiness exam	100%	75%	-25 percentage points	85%
	% of high school students graduating with an associate's degree or a career technical certificate	0	10%	10 percentage points	Increase 5 percentage points
	4-year cohort graduation rate	25.60%	not yet available	#VALUE!	66%

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METRICS - TEMPLATE PART 2 - OPTION A

Goal	Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
	% of learning plans reviewed annual by grade level	9	100%	9	100%	0 percentage points	100%
		10	98%	10	100%	2 percentage points	100%
		11	100%	11	100%	0 percentage points	100%
		12	83%	12	100%	17 percentage points	100%
	# students who Go On to some form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2016 cohort	# Enrolled	# 2017 cohort	Not Required	Not Required
		2	9	5	11		
	% students who Go On to some form of postsecondary education within 1 year of HS graduation	22.22%		45.45%		23.23 percentage points	60%
	# students who Go On to some form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2015 cohort	# Enrolled	# 2016 cohort	Not Required	Not Required
		0	0	2	9		
	% students who Go On to some form of postsecondary education within 2 years of HS graduation	0.00%		22.22%		22.22 percentage points	32%

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METRICS - TEMPLATE PART 2 - OPTION A

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

Performance Metric	SY 2017-18 Results	2018-19 Benchmarks (LEA Chosen 2018-19 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.	59.4% = 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	83.6% = 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	81.7% = Exceeds Standard	Exceeds standard of 75% or greater
NOTES:		