

CONTINUOUS IMPROVEMENT PLAN (2022-2023)

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: Rachelle Marez		Phone: 208-917-2420
	E-mail: rmarez@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

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

Prior to the beginning of the school year, the Executive Director 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 Executive Director, 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

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times per year (twice per semester.) The Executive Director 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 & 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

Parental Involvement in Students' Individual Reading Plans

** 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 **2022-23 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.

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

Goal	Performance Metric	2021-22	2022-23
		Performance Targets (From LEA's 2021-22 CIP)	Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2021 cohort	2022 cohort
		52.0%	60.0%
	5-year cohort graduation rate (optional metric)	2020 cohort	2021 cohort
		Not Required	
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

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

Goal	Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2022-23 Performance Targets (LEA's Chosen Goals)
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

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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, you may choose to complete either Section III.A or Section III.B. 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	2021-22 Performance Targets (From LEA's 2021-22 CIP)	SY 2021-22 RESULTS (if available)	2022-23 Performance Targets (LEA's Chosen Goals)

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 at least one clear performance metric that is measurable, has a performance target / goal for 2022-23, and is distinctly *different* from the required metrics in Sections I and II, above.

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*Not applicable. ITCA serve grade levels 9 - 12

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Section IV: 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 IV.A or Section IV.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 IV.B allows you to address your plan to measure progress through a short narrative.

Section IV.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)			
Performance Metric	2021-22 Performance Targets (From LEA's 2021-22 CIP)	SY 2021-22 RESULTS (if available)	2022-23 Performance Targets (LEA's Chosen Goals)
Technology pathway students, in the capstone class, demonstrate workforce readiness skills by Meeting or exceeding the written cut score on the NOCTI Pathways	Exceeds standard of 75% or greater	100.0%	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	71.0%	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	77.0%	Exceeds standard of 75% or greater

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

Instructions: If you are choosing to use section IV.B to address the Section IV 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 at least one clear performance metric that is measurable, has a performance target / goal for 2022-23, and is distinctly *different* than those required in Section I, above.

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section V: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2021-2022 Performance Targets (as chosen for your 2021-2022 CIP 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

ITCA was awarded the COGNIA School of Distinction for its accreditation score

2021- 2022 Performance Targets Met

Graduation Rate (61.5%)

Advising HS learning plans for all grade levels 9-12 (all 100%)

ISAT Math Scores increased from 20% to 31% and ELA Scores increased from 55% to 60%

Number of students who earned CTE Certification increased from 40 to 77

Planned Strategies to Address Areas of Challenge

We will focus on increasing the LEA chosen metric scores to 100%

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Section VI: Notes (Optional space for contextual information about data and/or target-setting process)

NOTES: ITCA serves only grade 9 - 12

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section VII: Staff Performance - Previous Year Results & Current Year Performance Targets

(Section VII is required; metrics should be aggregated by grade and subject, as appropriate)

Important Note: Data should only be provided in the 2021-22 RESULTS column for groups of teachers / staff of 5 or more who use the same assessment tool. If your teacher / staff group is fewer than 5, please enter "n size" in the 2021-22 RESULTS column.

Instructions: Identify the staff group using the Grade(s) and Subject(s) fields. Note that all staff in a group should use the same assesment tool, which you should identify. Provide the 2021-22 Performance Target for that group, as identified in your LEA's 2021-22 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2021-22 Results for the group (provided the group is 5+). Then use the far right column to set a 2022-23 Performance Target (goal) for the % of students in that group who will meet their target in the 2022-23 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2021-22 RESULTS	2022-23 Performance Targets (LEA's Chosen Goals)
9 - 11	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Math Participation	n/a	n/a	95.0%
9-11	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA Participation	n/a	n/a	95.0%
		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool				
		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool				

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Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2021-22 RESULTS	2022-23 Performance Targets (LEA's Chosen Goals)
		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool				
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Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2021-22 Performance Targets (From LEA's 2021-22 CIP)	2021-22 RESULTS	2022-23 Performance Targets (LEA's Chosen Goals)
		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool				
		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool				