



208-365-0985

Payette River Regional Technical Academy pr2ta.com

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Emmett, ID 83617

CONTINUOUS IMPROVEMENT PLAN 2017 – 2018

Mission:

To prepare PR2TA students for workforce success and continuous learning.

Vision:

To ensure PR2TA students are prepared for continuous learning opportunities by empowering them to expand their career and academic potential.

Strategic Plan:

PR2TA is a charter school located on the Emmett High School campus. Students are, for the most part, enrolled in both traditional high school courses offered by EHS and Professional Technical courses offered by PR2TA.

PR2TA's strategic plan for the 2017-2018 academic year is based around the following priorities and provides a framework that recognizes and supports the journey of continuous improvement:

1. Continue to provide professional staff evaluations that will result in improved professional practice and student success.
2. Create a staff development calendar outlining collaboration and professional development time based on the needs of the PR2TA staff and learning community.
3. Quantify the opinions of all staff members to formulate a shared vision for PR2TA.
4. Utilize established in-service time for development of professional learning communities focused on PR2TA's career technical programs of study.

COLLEGE AND CAREER ADVISING AND MENTORING PLAN (2017-2018)

Pursuant to Idaho Code §33-1212A your school district/charter school must have a College and Career Advising and Mentoring Plan, plans must be submitted to the State Board of Education and the effectiveness of your plan must be reported annually. College and Career Advising and Mentoring Plan (Plan) must be submitted by October 1st of each year by emailing the plan to <mailto:Plans@osbe.idaho.gov>.

Plans may be submitted as a:

- Consolidated plan combined with your school district Continuous Improvement Plan (incorporated within the plan or as an appendix to the plan) – When combining plans the consolidated plan must meet all of the requirements of each of the plans; or
- Standalone College and Career Advising and Mentoring plan

Pursuant to Idaho Code §33-1212A, school districts and charter schools:

- May employ non-certificated staff to serve in the role of college and career advisors and student mentors.
- Appropriate alternative forms of advising and mentoring must be research-based and may include the following:
 1. High contact programs such as:
 - a. Near peer or college student mentors; and
 - b. Counselor, teacher or paraprofessional as advisor or mentor;
 2. Collaborative programs such as:
 - a. Student ambassadors; and
 - b. Cooperative agreements with other school districts or postsecondary institutions; and
 3. Virtual coach or mentor programs
- Must provide professional development in the area of college and career advising to all staff serving in the role of student mentors or advisors. All individuals providing services in the role of a college and career advisor must have a basic level of training or experience in the area of advising or mentoring to provide such services.
- Must notify parents or guardians of all students in grades 8 through 12 of the availability of college and career advising provided by the district and how to access such services.
- Must report annually on the effectiveness of their college and career advising programs as part of their annual continuous improvement plan.

Pursuant to Idaho Administrative Code, IDAPA 08.02.02.801, the following metrics must be included as part of the College and Career Advising and Mentoring Plans:

- Percent of learning plans reviewed annually by grade level in grades 9 through 12
- Number and percent of students who go on to some form of postsecondary education one and two years after graduation (this information may be obtained from the State Board of Education Office)
- Number of students graduating high school with a career technical certificate or an associate's degree.
- One or more additional metrics chosen by the school district or charter school to determine the effectiveness of the College and Career Advising and Mentoring plan

Plans must include baseline data (previous year at a minimum) and annual benchmarks (performance targets).

Use additional space or pages as needed.

College and Career Advising Model used by the LEA (if using research based model not identified in Section 33-1212A, Idaho Code, site research used):

Choose an item. (Select from the list of options, if using a combination of models choose hybrid and list which models. In the space below explain how the models or portion of the models are being combined as part of the description. If using a research based model that is not listed, explain how it was determined that the model is effective and research based in this section).

Gaining Early Awareness and readiness for Undergraduate Program Model--GEAR UP—Coordinate with our Sponsoring School District—Emmett School District—School Counselor Model

Description of college and career advising and or mentoring plan, break out plan by grade level (if variable by grade):

(Summary can be grouped by multiple grade levels if plan treats grouped grade levels the same. Add additional space/pages as needed to describe the plan.)

Students will complete the following exercises using Idaho Career Information System with PR2TA Advisory Teacher

	Freshmen	Sophomores	Juniors	Seniors
Trimester 1	WorkPlace Readiness Pre-Test/ Interest Profiler	ACT/SAT Practice Exam Modular	Career Choice Worksheet	Preparing For College Worksheet
Trimester 2	What Occupations Match My Preferences	Career Choice Worksheet	ACT/SAT Practice Exam Modular	Paying For College Worksheet
Trimester 3	What Can I Learn About Occupations	Paying For College Worksheet	Post-Secondary Education Worksheet	Current Resume and On My Own Computer Program

Seniors will also meet individually with Program Coordinator for assistance in completing applications for post-secondary education including two and four-year degree programs as well as career technical certificate programs and scholarship support.

Summary of method used to notify parents of available resources:

(Summary can be grouped by multiple grade levels if plan treats grouped grade levels the same) Mailing of information card for FAFSA, College & Career Night and Application Week. Posting of Events on School Website. Notification to parents using Infinite campus of events and deadlines.

Provide effectiveness measures chosen by the school district/charter school, required metrics, previous year or years data and benchmarks chosen by LEA:

Performance Measure	2015-2016 (optional)	2016-2017	Benchmark
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Percent of Learning Plans reviewed annually by grade level, in grade 9 through 12		50	100
Number of Students Graduating High School with a Career Technical Certificate		41	50
Number of Students Graduating High School with an Associate's Degree		0	
Number and percent of students who go on to some form of postsecondary education, one and two years after graduation (school district and charter school go on rates may be retrieved from the State Board of Education)	1 Year # 18	1 Year # 21	(i.e. 10% increase from prev. year)
	1 Year 37 %	1 Year 46.7%	
	2 Year # 8	2 Year # 12	
	2 Year 17 %	2 Year 21%	
<i>Additional effectiveness metrics chosen by the school district/charter school</i>			
Students applying for Post-Secondary Education		100	100
Student applying for at least one Scholarship		100	100
Student completing the FAFSA			90

	2015-2016	2016-2017	2017-2018
Male	49%	48%	
Female	51%	52%	
White	85%	84%	
Black/African American	1%	1%	
Asian	1%	1%	
Native American	1%	1%	
Hispanic/Latino	12%	13%	
Free/Reduced Lunch Program	96%	96%	
Received Special Education (IEP Students)	3%	4%	

REPORT OF PROGRESS (2014-17) - DISTRICT

Goal	Performance Measure	SY 2014-15	SY 2015-16	SY 2016-17	Targets
All students will be college and career ready at graduation	% of students meeting college ready benchmark on SAT (1500 - 2015 and 1000 - beyond)		EHS & PR2TA Both - 34% ERW - 58% Math - 36%	EHS & PR2TA Both – 32% ERW – 58% Math – 34%	50%
	PSAT - 10th/11th Mean Score		902	917	5% increase

	SAT 9-12 (as tested) Mean score	R – 447 M – 430 W – 416	950	996	5% increase
	GO ON Rate Grade 12- at any time in the first year after graduation	44%	43%	Report in 2018	5% increase
	GO ON Rate Grade 12- at any time in two years after graduation	48%	Report in 2019	Report in 2019	5% increase
	% of 9 th graders graduating within 4 years	81.2%	79.8%	Report in 2018	95%
	Dual Credit for grades 10-12 By grade level # of students, % of students, # of credits	38 CTE Completers	# of students- 160 %of students- 11th-37% 12th- 43%. # of credits- 504 45 CTE Completers	165 Graduates earned 1,224 college credits 52 CTE Completers	5% increase
Staff will continue with PLC training and collaboration.	PR2TA staff will continue to train and use PLC's to improve teaching and increase student learning.				
Staff will increase career and workplace readiness skills for all students.	100% of all CTE Program Completers will obtain a passing score on the CTECS Workplace Readiness Assessment by May 28, 2017			100%	100% increase
All students will be prepared to transition from Middle School/Jr. High to High School	% of students scoring in the 40 th % or higher on the STAR Spring Reading Benchmark.	48%	54%	49%	55%

[REFERENCE PAGE]
CONTINUOUS IMPROVEMENT PLAN

Idaho Code 33-320:

Each school district and public charter school in Idaho shall develop an annual plan that is part of a continuous focus on improving the student performance of the district or public charter school.

The board of trustees and the superintendent shall collaborate on the plan and engage students, parents, educators and the community as appropriate. The board of directors and the administrator of a public charter school shall collaborate on the plan and engage students, parents, educators and the community as appropriate.

The annual continuous improvement plan shall:

1. Be data driven, specifically in student outcomes and shall include, but not limited to:
 - ✓ Analyses of demographic data
 - ✓ Student achievement and growth data
 - ✓ Graduation rates
 - ✓ College and career readiness
 - ✓ Statewide student readiness and student improvement metrics
2. Set clear and measurable targets based on student outcomes
3. Include a clearly developed and articulated vision and mission (statement)
4. Include key indicators for monitoring performance
5. Include a report of progress toward the previous year's improvement goals.

Appendices: There are no page limitations for Appendices.

Appendix A: Literacy Intervention Plan: See Templates **1** and **2** on our website located: https://boardofed.idaho.gov/k_12/Training_For_School_Board.asp
Statute 33-1616

Appendix B: College and Career and Mentoring Plan: See Templates **3** and **4** on our website located: https://boardofed.idaho.gov/k_12/Training_For_School_Board.asp
Statute 33-1212A

The annual Continuous Improvement Plan must be reviewed, updated, and posted to the School District or Charter School website **no later than October 1** each year.

The board of trustees or the board of directors shall continuously monitor progress toward the goals by utilizing relevant data to measure growth. The progress shall be included in evaluations of the district superintendent or administrator of a public charter school.