



208-365-0985

Payette River Regional Technical Academy pr2ta.com

1805 Highway 16
Emmett, ID 83617

CONTINUOUS IMPROVEMENT PLAN 2020 – 2021

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 2020-2021 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 and Technical Action Committee 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 (2020-2021)

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):

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 and engage parents:

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 along with emailing and mailers.

We have Technical Action Committees (TAC) with each of our CTE pathways that oversee and help develop how each area can improve to meet the standards today. The TAC consists of industry leaders, Emmett business owners, and parents. We meet with them as a group for all our programs twice a year and then each teacher meets with their TAC on their own at least once a year.

PR2TA also does one survey a year for all parents to fill out on the CTE programs we offer, how they feel the education of their child is going, and how each area could improve to better the educational endeavors of all students.

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

Performance Measure	2018-2019 Performance Level Percentage	2019-2020 Performance Level Percentage	2020-2021 Performance Level Percentage
Technical Skills Assessment (TSA) (Above State CT average)	PR2TA – 62% State CT – 68%	N/A (COVID)	Above State CT Average
Workplace Readiness Assessment (WRA) (Above State CT average)	PR2TA – 94% State CT – 85%	N/A (COVID)	Above State CT Average
Certificate of Completion (80% finish completer course)	64 Completers out of 64 = 100%	60 Completers out of 60 = 100%	80% In Capstone Course
End of Course Assessment (EOC) (95% Passing)	97% Passed Their EOC	97% Passed Their EOC	Track Student Scores
Providing high performance & rigorous standards	Funded by State	Funded by State	Continued State Funding

PR2TA will utilize the AdvancED Performance Domains to show effectiveness to drive educational improvement and achievement.

Domain 1: Leadership Capacity

The capacity of leadership to ensure an institution’s progress toward its stated objectives is an essential element of organizational effectiveness. An institution’s leadership capacity includes the fidelity and commitment to its institutional purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Domain 2: Learning Capacity

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Domain 3: Resource Capacity

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Analysis of Demographic Data

Item	2018-2019		2019-2020		2020-2021	
	Number	Percent	Number	Percent	Number	Percent
Male	364	51.15%	385	52.17%	399	54.14%
Female	353	47.85%	353	47.83%	338	45.86%
Hispanic/Latino	81	11.60%	97	13.14%	83	11.26%
American Indian or Alaska Native	1	.14%	2	.27%	5	.68%
Asian	3	.43%	3	.41%	4	.54%
Black/African American	1	.14%	6	.81%	3	.41%
Native Hawaiian or Other Pacific	4	.57%	4	.54%	2	.27%
White	600	85.96%	618	83.74%	632	85.75%
Two or more Races	8	1.15%	8	1.08%	8	1.09%
Total	698		738		737	
Free/Reduced Lunch Program	363	52.01%	264	35.77%	258	35.01%
Special Education Students	91	13.04%	74	10.03%	67	9.09%
Limited English Speaking Students	28	4.01%	16	2.17%	24	3.27%

Continuous Improvement Measures (all shaded metrics are required)

Goal	Performance Metric	Data on District Report Card	SY 2018-19 (Yr 1)		SY 2019-20 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2020-21 Benchmarks (LEA Chosen 2020-21 Performance Targets)
			# benchmark	# tested	# benchmark	# tested		
All students will be college and career ready	# of students who met the college ready benchmark on the college entrance exam (SAT/ACT)		48	164	N/A COVID	N/A COVID	Not Required	Not Required
	% students who met the college ready benchmark on the college entrance exam (SAT/ACT)		29.27%		N/A (COVID)		N/A (COVID)	37%
	% students in grades 10-12 receiving dual credit		51.12%		N/A (COVID)		N/A (COVID)	58%
	# of high school students graduating with an associate's degree or a career technical certificate		60		N/A (COVID)		Not Required	60
	4-year cohort graduation rate	X						83%
	% of learning plans reviewed annual by grade level		9	100.00%	9	100.00%	no change	100%
		10	100.00%	10	100.00%	no change	100%	

		11	100.00%	11	100.00%	no change	100%
		12	100.00%	12	100.00%	no change	100%
# students who Go On to some form of postsecondary education within 1 year of HS graduation		# Enrolled	# 2018 cohort	# Enrolled	# 2019 cohort	Not Required	Not Required
		66	170	N/A	N/A		
% students who Go On to some form of postsecondary education within 1 year of HS graduation	X	38.8%		N/A (COVID)		N/A (COVID)	50%
# students who Go On to some form of postsecondary education within 2 years of HS graduation		# Enrolled	# 2017 cohort	# Enrolled	# 2018 cohort	Not Required	Not Required
		92	177	N/A	N/A		
% students who Go On to some form of postsecondary education within 2 years of HS graduation	X	52.0%		N/A (COVID)		N/A (COVID)	50%

[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.