



Illinois State Board of Education

Career and Technical Education (CTE) and Innovation

Program Improvement Plan - Perkins Performance Indicators FY22

February 2023 – June 2024

Name of Person Completing the Form: Frank LaMantia

Title: Director of CTE

Date: February 9, 2023

EFE Number: 050 System Name: Moraine Area Career System

2S1	CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in reading/language arts as described in Section 1111(b)(2) of such Act.														
School Year 2022 Performance Level	Target Level:	38.60	90% of Target: 34.74												
Dist 15.65 Level:	EFE 20.03 %	Districts in EFE that did not meet 90% of Target District 218													
2S1	Provide an analysis of performance disparities and gaps for this indicator														
2S1 / Reading Analysis of Performance Disparities and Gaps: MACS CLNA focuses on issues for our disaggregated subgroups of Low Income students and English Language Learners (ELA). The MACS Region does not meet the state benchmark for this indicator, for either ELA or Low Income student groups, nor does the state. Perkins 22 data shows zero ELA students for this indicator. Regionally low income students show 13.49% . Districts are using ICSPS Best Practices for Special populations for their long term strategies. Each district has received their specific figures to address in their PIP plans, which are attached. There is no comparison to the prior year, due to covid issues impacting testing. Low Income Subgroup															
2S1	Plan of Action														
Part A – Specific Stakeholders <i>Insert list of specific stakeholders here.</i> <i>The stakeholder list MUST include those individuals who are invited to the Comprehensive Local Needs Assessment (CLNA), as well as applicable representatives from local districts that failed to meet the state target.</i> <table border="1"> <tr> <td>Dr. Sue Feeney</td> <td>Associate Supt. of Support Services</td> </tr> <tr> <td>Dr. Erik Briseno</td> <td>Director of Curriculum and Instruction</td> </tr> <tr> <td>Frank LaMantia</td> <td>Director of CTE</td> </tr> <tr> <td>Anthony Corsi</td> <td>Director of Assessment</td> </tr> <tr> <td>Sandy Lakosil</td> <td>Dist. Application Spec</td> </tr> <tr> <td>Dr. Jacqueline E. Johnson</td> <td>Director of Articulation and Equity</td> </tr> </table>				Dr. Sue Feeney	Associate Supt. of Support Services	Dr. Erik Briseno	Director of Curriculum and Instruction	Frank LaMantia	Director of CTE	Anthony Corsi	Director of Assessment	Sandy Lakosil	Dist. Application Spec	Dr. Jacqueline E. Johnson	Director of Articulation and Equity
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Part B – Activities and Strategies

Insert list of specific activities and strategies here.

- Activities and strategies should reflect the identified gaps and disparities and the steps that will be taken to close those gaps.
- This could also include activities and strategies indicated in your FY21 PIP which you plan to continue.

- Review ICSPS Super Strategies for Economically Disadvantaged Students
- Identify students that meet the criteria
- Prepare resources for the support staff and teachers
- Present MTSS process to teaching staff
- Log communication / contact information

Following academic assessments for Incoming Freshman, those recommended for language support receive a block course literacy workshop to give them the needed added support.

In addition, any student struggling in their CTE class needing further or ongoing academic support is referred to the MTSS process (multi tiered support system) (Comprehensive RTI process).

 CHSD 218 MTSS FLOWCHART

Part C – Timeline of implementing Specific Activities through FY24

Insert timeline of specific activities here.

- Timeline should include anticipated completion date of each of the activities and strategies identified.
- Timeline should only reflect through FY24.
- Timeline should include activities from your FY22 PIP that are not yet completed.

Spring 2023	Review ICSPS Super Strategies for Economically Disadvantaged Students
Spring 2023	Prepare resources and information for Counselors, Support Services and teachers
Fall 2023	Identify students that meet the criteria for ELA support
Fall 2023	Support services reviews MTSS process with teaching staff
Spring 2024	Work with targeted subgroup through the MTSS process

Other Notes

Insert other notes here.

2S1

School Year 2022 Performance Level

Dist
0
Level:

2S1

2S1 / Reading

Analysis of Performance Disparities and Gaps:

MACS CLNA focuses on issues for our disaggregated subgroups of Low Income students and English Language Learners (ELA). The MACS Region does not meet the state benchmark for this indicator, for either ELA or Low Income student groups, nor does the state. Perkins 22 data shows zero ELA students for this indicator. Regionally low income students show 13.49% . Districts are using ICSPS Best Practices for Special populations for their long term strategies. Each district has received their specific figures to address in their PIP plans, which are attached. There is no comparison to the prior year, due to covid issues impacting testing.

English Learners

Part A – Specific Stakeholders

Insert list of specific stakeholders here.

- The stakeholder list **MUST** include those individuals who are invited to the Comprehensive Local Needs Assessment (CLNA), as well as applicable representatives from local districts that failed to meet the state target.

Dr. Sue Feeney	Associate Supt. of Support Services
Dr. Erik Briseno	Director of Curriculum and Instruction
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Anthony Corsi	Director of Assessment
Sandy Lakosil	Dist. Application Spec
Dr. Jacqueline E Johnson	Director of Articulation and Equity

Part B – Activities and Strategies

Insert list of specific activities and strategies here.

- Activities and strategies should reflect the identified gaps and disparities and the steps that will be taken to close those gaps.
- This could also include activities and strategies indicated in your FY21 PIP which you plan to continue.

-Review ICSPS Super Strategies for English Language Learners
 -Identify students that meet the criteria
 -Prepare resources for the support staff and teachers
 -Present MTSS process to teaching staff
 -Log communication / contact information

Following academic assessments for Incoming Freshman, those recommended for language support receive a block course literacy workshop to give them the needed added support.

In addition, any student struggling in their CTE class needing further or ongoing academic support is referred to the MTSS process (multi tiered support system) (Comprehensive RTI process).

 CHSD 218 MTSS FLOWCHART

Part C – Timeline of implementing Specific Activities through FY24

Insert timeline of specific activities here.

- Timeline should include anticipated completion date of each of the activities and strategies identified.
- Timeline should only reflect through FY24.
- Timeline should include activities from your FY22 PIP that are not yet completed.

Spring 2023	Review ICSPS Super Strategies for English Language Learners
Spring 2023	Prepare resources and information for Counselors, Support Services and teachers
Fall 2023	Identify students that meet the criteria for ELA support
Fall 2023	Support services reviews MTSS process with teaching staff
Spring 2024	Work with targeted subgroup through the MTSS process

Other Notes

Insert other notes here.

Name of Person Completing the Form: Frank LaMantia

Title: Director of CTE

Date: February 9, 2023

EFE Number: 050

System Name: Moraine Area Career System

2S2	CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in mathematics as described in Section 1111(b)(2) of such Act.															
School Year 2022 Performance Level	Target Level:	37.60	90% of Target:	33.84												
Dist 11.34 Level:	EFE 18.33%	Districts in EFE that did not meet 90% of Target District 218														
2S2	Provide an analysis of performance disparities and gaps for this indicator															
2S2 / Math Analysis of Performance Disparities and Gaps: MACS CLNA focuses on issues for our disaggregated subgroups of low income students and English Language Learners (ELA). The MACS Region does not meet the state benchmark for this indicator, for either ELA or Low Income student groups, nor does the state. Perkins 22 data shows .74 ELA students for this indicator. Regionally low income students show 12.93% . Districts are using ICSPS Best Practices for Special populations for their long term strategies. Each district has received their specific figures to address in their PIP plans, which are attached. There is no comparison to the prior year, due to covid issues impacting testing. Low Income Subgroup																
2S2	Plan of Action															
Part A – Specific Stakeholders <i>Insert list of specific stakeholders here.</i> <i>The stakeholder list MUST include those individuals who are invited to the Comprehensive Local Needs Assessment (CLNA), as well as applicable representatives from local districts that failed to meet the state target.</i> <table border="1"><tr><td>Dr. Sue Feeney</td><td>Associate Supt. of Support Services</td></tr><tr><td>Dr. Erik Briseno</td><td>Director of Curriculum and Instruction</td></tr><tr><td>Frank LaMantia</td><td>Director of CTE</td></tr><tr><td>Anthony Corsi</td><td>Director of Assessment</td></tr><tr><td>Sandy Lakosil</td><td>Dist. Application Spec</td></tr><tr><td>Dr. Jacqueline E. Johnson</td><td>Director of Articulation and Equity</td></tr></table>					Dr. Sue Feeney	Associate Supt. of Support Services	Dr. Erik Briseno	Director of Curriculum and Instruction	Frank LaMantia	Director of CTE	Anthony Corsi	Director of Assessment	Sandy Lakosil	Dist. Application Spec	Dr. Jacqueline E. Johnson	Director of Articulation and Equity
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Part B – Activities and Strategies <i>Insert list of specific activities and strategies here.</i> <i>Activities and strategies should reflect the identified gaps and disparities and the steps that will be taken to close those gaps.</i> <i>This could also include activities and strategies indicated in your FY21 PIP which you plan to continue.</i> -Review ICSPS Super Strategies for Economically Disadvantaged Students -Identify students that meet the criteria -Prepare resources for the support staff and teachers -Present MTSS process to teaching staff -Log communication / contact information Following academic assessments for Incoming Freshman, those recommended for language support receive a block course literacy workshop to give them the needed added support.																

In addition, any student struggling in their CTE class needing further or ongoing academic support is referred to the MTSS process (multi tiered support system) (Comprehensive RTI process).

CHSD 218 MTSS FLOWCHART

Part C – Timeline of implementing Specific Activities through FY24

Insert timeline of specific activities here.

- *Timeline should include anticipated completion date of each of the activities and strategies identified.*
- *Timeline should only reflect through FY24.*
- *Timeline should include activities from your FY22 PIP that are not yet completed.*

Spring 2023	Review ICSPS Super Strategies for Economically Disadvantaged Students
Spring 2023	Prepare resources and information for Counselors, Support Services and teachers
Fall 2023	Identify students that meet the criteria for ELA support
Fall 2023	Support services reviews MTSS process with teaching staff
Spring 2024	Work with targeted subgroup through the MTSS process

Other Notes

Insert other notes here.

2S2

School Year 2022 Performance Level

Dist **0**
Level:

2S2

2S2 / Math

Analysis of Performance Disparities and Gaps:

MACS CLNA focuses on issues for our disaggregated subgroups of low income students and English Language Learners (ELA). The MACS Region does not meet the state benchmark for this indicator, for either ELA or Low Income student groups, nor does the state. Perkins 22 data shows .74 ELA students for this indicator. Regionally low income students show 12.93% . Districts are using ICSPS Best Practices for Special populations for their long term strategies. Each district has received their specific figures to address in their PIP plans, which are attached. There is no comparison to the prior year, due to covid issues impacting testing.

[English Learners \(ELA Subgroup\)](#)

2S2

Part A – Specific Stakeholders

Insert list of specific stakeholders here.

- *The stakeholder list MUST include those individuals who are invited to the Comprehensive Local Needs Assessment (CLNA), as well as applicable representatives from local districts that failed to meet the state target.*

Dr. Sue Feeney	Associate Supt. of Support Services
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Anthony Corsi	Director of Assessment
Sandy Lakosil	Dist. Application Spec.
Dr. Jacqueline E Johnson	Director of Articulation and Equity

Part B – Activities and Strategies
Insert list of specific activities and strategies here.

- Activities and strategies should reflect the identified gaps and disparities and the steps that will be taken to close those gaps.
- This could also include activities and strategies indicated in your FY21 PIP which you plan to continue.

-Review ICSPS Super Strategies for English Language Learners
 -Identify students that meet the criteria
 -Prepare resources for the support staff and teachers
 -Present MTSS process to teaching staff
 -Log communication / contact information

Following academic assessments for Incoming Freshman, those recommended for math support receive a block course math workshop to give them the needed added support.
 In addition, any student struggling in their CTE class needing further or ongoing academic support is referred to the MTSS process (multi tiered support system) (Comprehensive RTI process).

Part C – Timeline of implementing Specific Activities through FY24
Insert timeline of specific activities here.

- Timeline should include anticipated completion date of each of the activities and strategies identified.
- Timeline should only reflect through FY24.
- Timeline should include activities from your FY22 PIP that are not yet completed.

Spring 2023	Review ICSPS Super Strategies for English Language Learners
Spring 2023	Prepare resources and information for Counselors, Support Services and teachers
Fall 2023	Identify students that meet the criteria for ELA support
Fall 2023	Support services reviews MTSS process with teaching staff
Spring 2024	Work with targeted subgroup through the MTSS process

Other Notes
Insert other notes here.

Name of Person Completing the Form: Frank LaMantia

Title: Director of CTE

Date: February 9, 2023

EFE Number: 050

System Name: Moraine Area Career System

2S3	CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in science as described in Section 1111(b)(2) of such Act.																	
School Year 2022 Performance Level	Target Level:	39.90	90% of Target:	35.91														
Dist 18.86 Level:	EFE 22.94%	Districts in EFE that did not meet 90% of Target District 218																
2S3	Provide an analysis of performance disparities and gaps for this indicator																	
2S3 / Science Analysis of Performance Disparities and Gaps: MACS CLNA focuses on issues for our disaggregated subgroups of low income students and English Language Learners (ELA). The MACS Region does not meet the state benchmark for this indicator, for either ELA or Low Income student groups, nor does the state. Perkins 22 data shows .81 ELA students for this indicator. Regionally low income students show 18.36% . Districts are using ICSPS Best Practices for Special populations for their long term strategies. Each district has received their specific figures to address in their PIP plans, which are attached. This data suggests that students performed better in science than in either reading or math, which is hard to explain since the science test requires both reading and math skills. Low Income Subgroup																		
2S3	Plan of Action																	
Part A – Specific Stakeholders <i>Insert list of specific stakeholders here.</i> • <i>The stakeholder list MUST include those individuals who are invited to the Comprehensive Local Needs Assessment (CLNA), as well as applicable representatives from local districts that failed to meet the state target.</i> <table border="1"><tr><td>Dr. Sue Feeney</td><td>Associate Supt. of Support Services</td></tr><tr><td>Dr. Erik Briseno</td><td>Director of Curriculum and Instruction</td></tr><tr><td>Frank LaMantia</td><td>Director of CTE</td></tr><tr><td>Anthony Corsi</td><td>Director of Assessment</td></tr><tr><td>Sandy Lakosil</td><td>Dist. Application Spec.</td></tr><tr><td>Dr. Jacqueline E Johnson</td><td>Director of Articulation and Equity</td></tr><tr><td>Ray Stadt</td><td>Director of Science and Art</td></tr></table>					Dr. Sue Feeney	Associate Supt. of Support Services	Dr. Erik Briseno	Director of Curriculum and Instruction	Frank LaMantia	Director of CTE	Anthony Corsi	Director of Assessment	Sandy Lakosil	Dist. Application Spec.	Dr. Jacqueline E Johnson	Director of Articulation and Equity	Ray Stadt	Director of Science and Art
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Part B – Activities and Strategies <i>Insert list of specific activities and strategies here.</i> • <i>Activities and strategies should reflect the identified gaps and disparities and the steps that will be taken to close those gaps.</i> • <i>This could also include activities and strategies indicated in your FY21 PIP which you plan to continue.</i> -Review ICSPS Super Strategies for Economically Disadvantaged Students -Identify students that meet the criteria -Prepare resources for the support staff and teachers -Present MTSS process to teaching staff -Log communication / contact information																		

We know that reading and math are foundational skills for science. Therefore, following academic assessments for Incoming Freshman, those recommended for reading and /or math support receive a block course in literacy and or math to give them the needed added support.

In addition, any student struggling in their CTE class needing further or ongoing academic support is referred to the MTSS process (multi tiered support system) (Comprehensive RTI process).

Part C – Timeline of implementing Specific Activities through FY24

Insert timeline of specific activities here.

- *Timeline should include anticipated completion date of each of the activities and strategies identified.*
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- *Timeline should include activities from your FY22 PIP that are not yet completed.*

Spring 2023	Review ICSPS Super Strategies for Economically Disadvantaged Students
Spring 2023	Prepare resources and information for Counselors, Support Services and teachers
Fall 2023	Identify students that meet the criteria for ELA support
Fall 2023	Support services reviews MTSS process with teaching staff
Spring 2024	Work with targeted subgroup through the MTSS process

Other Notes

The District has made efforts to stress the importance of the Illinois Science Assessment. Using Programs of Study, we have actively promoted enrollment in Advanced Science Electives beyond the District 2 year requirement.

2S3

School Year 2022 Performance Level

Dist 0
Level:

SD 218
2S3

2S3 / Science

Analysis of Performance Disparities and Gaps:

MACS CLNA focuses on issues for our disaggregated subgroups of low income students and English Language Learners (ELA). The MACS Region does not meet the state benchmark for this indicator, for either ELA or Low Income student groups, nor does the state. Perkins 22 data shows .81 ELA students for this indicator. Regionally low income students show 18.36% . Districts are using ICSPS Best Practices for Special populations for their long term strategies. Each district has received their specific figures to address in their PIP plans, which are attached. This data suggests that students performed better in science than in either reading or math, which is hard to explain since the science test requires both reading and math skills.

[English Learners \(ELA Subgroup\)](#)

2S3

Part A – Specific Stakeholders

Insert list of specific stakeholders here.

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Ray Stadt	Director of Science and Art

Part B – Activities and Strategies

Insert list of specific activities and strategies here.

- Activities and strategies should reflect the identified gaps and disparities and the steps that will be taken to close those gaps.
- This could also include activities and strategies indicated in your FY21 PIP which you plan to continue.

- Review ICSPS Super Strategies for English Language Learners
- Identify students that meet the criteria
- Prepare resources for the support staff and teachers
- Present MTSS process to teaching staff
- Log communication / contact information

We know that reading and math are foundational skills for science. Therefore, following academic assessments for Incoming Freshman, those recommended for reading and /or math support receive a block course in literacy and or math to give them the needed added support.

In addition, any student struggling in their CTE class needing further or ongoing academic support is referred to the MTSS process (multi tiered support system) (Comprehensive RTI process).

Part C – Timeline of implementing Specific Activities through FY24

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Spring 2023	Review ICSPS Super Strategies for English Language Learners
Spring 2023	Prepare resources and information for Counselors, Support Services and teachers
Fall 2023	Identify students that meet the criteria for ELA support
Fall 2023	Support services reviews MTSS process with teaching staff
Spring 2024	Work with targeted subgroup through the MTSS process

Other Notes

The District has made efforts to stress the importance of the Illinois Science Assessment. Using Programs of Study, we have actively promoted enrollment in Advanced Science Electives beyond the District 2 year requirement.

Name of Person Completing the Form: Frank LaMantia

Title: Director of CTE

Date: February 9, 2023

EFE Number: 050

System Name: Moraine Area Career System

3S1	The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)) or are employed.																
School Year 2022 Performance Level		Target Level:	63.20	90% of Target:	56.88												
Dist 41.86 Level:		Districts in EFE that did not meet 90% of Target District 218															
3S1		Provide an analysis of performance disparities and gaps for this indicator															
3S1 / Post Program Placement Analysis of Performance Disparities and Gaps: MACS CLNA focuses on issues for our disaggregated subgroups of Low Income students and English Language Learners (ELA). The MACS Region does not meet the state benchmark for this indicator, for either ELA or Low Income student groups, nor does the state. Perkins 22 data shows 51% ELA students for this indicator. Regionally low income students show 48% . Districts are using ICSPS Best Practices for Special populations for their long term strategies. Each district has received their specific figures to address in their PIP plans, which are attached. It is interesting that a higher percentage of both disaggregated subgroups are measured at a higher level than their academic scores suggest, given that postsecondary requires qualified entrance scores for enrollment. Low Income Subgroup																	
3S1	Plan of Action																
Part A – Specific Stakeholders <i>Insert list of specific stakeholders here.</i> <i>The stakeholder list MUST include those individuals who are invited to the Comprehensive Local Needs Assessment (CLNA), as well as applicable representatives from local districts that failed to meet the state target.</i> <table border="1"><tr><td>Dr. Sue Feeney</td><td>Associate Supt. of Support Services</td></tr><tr><td>Dr. Erik Briseno</td><td>Director of Curriculum and Instruction</td></tr><tr><td>Frank LaMantia</td><td>Director of CTE</td></tr><tr><td>Dr. Jacqueline E. Johnson</td><td>Director of Articulation & Equity</td></tr><tr><td>Anthony Corsi</td><td>Director of Assessment</td></tr><tr><td>Sandy Lakosil</td><td>Dist. Application Spec</td></tr></table> Part B – Activities and Strategies <i>Insert list of specific activities and strategies here.</i> <i>Activities and strategies should reflect the identified gaps and disparities and the steps that will be taken to close those gaps.</i> <i>This could also include activities and strategies indicated in your FY21 PIP which you plan to continue.</i> -Review ICSPS Super Strategies for English Language Learners -Identify students that meet the criteria -Prepare resources for the support staff -Directors of CTE and EL will coordinate meetings for cohort groups -Present Information on CTE Program options at Bilingual Parent Advisory Council and District Wide Educational Advisory Committee (DWEAC) -Counselors, CTE and Support Service staff will disseminate information to						Dr. Sue Feeney	Associate Supt. of Support Services	Dr. Erik Briseno	Director of Curriculum and Instruction	Frank LaMantia	Director of CTE	Dr. Jacqueline E. Johnson	Director of Articulation & Equity	Anthony Corsi	Director of Assessment	Sandy Lakosil	Dist. Application Spec
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students

- Career Facilitators and EL Counselors will present information in EL specific workrooms
- Share translated resources with the community
- Log communication / contact information
- Share digital district and regional career guide with students that includes labor market analysis, earnings potential, career & postsecondary education information in English & Spanish
- Survey seniors for post program plans

Part C – Timeline of implementing Specific Activities through FY24

Insert timeline of specific activities here.

- *Timeline should include anticipated completion date of each of the activities and strategies identified.*
- *Timeline should only reflect through FY24.*
- *Timeline should include activities from your FY22 PIP that are not yet completed.*

Spring 2023	Review ICSPS Super Strategies for English Language Learners
Spring 2023	Prepare resources and information for Counselors, Support Services and community
Fall 2023	Identify students that meet the criteria
Fall 2023	Present resources to Support Services and counselors
Fall 2023	Present resources and post program options to students
Spring 2024	Work with targeted subgroup on post program planning
Spring 2024	Survey seniors on post program plans and obtain contact information

Other Notes

Insert other notes here.

3S1

The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)) or are employed.

School Year 2022 Performance Level		Target Level:	63.20	90% of Target:	56.88
Dist	28.57	Districts in EFE that did not meet 90% of Target			
Level:	EFE 53.98%	District 218			

3S1

Provide an analysis of performance disparities and gaps for this indicator

3S1 / Post Program Placement

Analysis of Performance Disparities and Gaps:

MACS CLNA focuses on issues for our disaggregated subgroups of Low Income students and English Language Learners (ELA). The MACS Region does not meet the state benchmark for this indicator, for either ELA or Low Income student groups, nor does the state. Perkins 22 data shows 51% ELA students for this indicator. Regionally low income students show 48%. Districts are using ICSPS Best Practices for Special populations for their long term strategies. Each district has received their specific figures to address in their PIP plans, which are attached. It is interesting that a higher percentage of both disaggregated subgroups are measured at a higher level than their academic scores suggest, given that postsecondary requires qualified entrance scores for enrollment.

[English Learners \(ELA Subgroup\)](#)

Part A – Specific Stakeholders

Insert list of specific stakeholders here.

- The stakeholder list **MUST** include those individuals who are invited to the Comprehensive Local Needs Assessment (CLNA), as well as applicable representatives from local districts that failed to meet the state target.

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Anthony Corsi	Director of Assessment
Sandy Lakosil	Dist. Application Spec

Part B – Activities and Strategies

Insert list of specific activities and strategies here.

- Activities and strategies should reflect the identified gaps and disparities and the steps that will be taken to close those gaps.
- This could also include activities and strategies indicated in your FY21 PIP which you plan to continue.

-Review ICSPS Super Strategies for English Language Learners -Identify students that meet the criteria
 -Prepare resources for the support staff
 -Directors of CTE and EL will coordinate meetings for cohort groups
 -Present Information on CTE Program options at Bilingual Parent Advisory Council and District Wide Educational Advisory Committee (DWEAC) -Counselors, CTE and Support Service staff will disseminate information to students
 -Career Facilitators and EL Counselors will present information in EL specific workrooms
 -Share translated resources with the community
 -Log communication / contact information
 -Share digital district and regional career guide with students that includes labor market analysis, earnings potential, career & postsecondary education information in English & Spanish
 -Survey seniors for post program plans

Part C – Timeline of implementing Specific Activities through FY24

Insert timeline of specific activities here.

- Timeline should include anticipated completion date of each of the activities and strategies identified.
- Timeline should only reflect through FY24.
- Timeline should include activities from your FY22 PIP that are not yet completed.

Spring 2023	Review ICSPS Super Strategies for English Language Learners
Spring 2023	Prepare resources and information for Counselors, Support Services and community
Fall 2023	Identify students that meet the criteria
Fall 2023	Present resources to Support Services and counselors
Fall 2023	Present resources and post program options to students
Spring 2024	Work with targeted subgroup on post program planning
Spring 2024	Survey seniors on post program plans and obtain contact information

Other Notes

Insert other notes here.

Name of Person Completing the Form: Frank LaMantia

Title: Director of CTE

Date: February 9, 2023

EFE Number: 050 System Name: Moraine Area Career System

4S1	The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.			
School Year 2022 Performance Level	Target Level:	40.30	90% of Target:	36.27
Dist 41.41 Level:	EFE 34.21 %	Districts in EFE that did not meet 90% of Target District 218 Meets!!		
4S1	Provide an analysis of performance disparities and gaps for this indicator			
4S1 Non-Traditional Program Analysis of Performance Disparities and Gaps: MACS CLNA focuses on issues for our disaggregated subgroups of Low Income students and English Language Learners (ELA). The MACS Region does not meet the state benchmark for this indicator, for either ELA or Low Income student groups, nor does the state. Perkins 22 data shows 34% ELA students for this indicator. Districts are using ICSPS Best Practices for Special populations for their long term strategies. Each district has received their specific figures to address in their PIP plans, which are attached. Regionally low income students show 36.9 % which is safe harbor for this indicator, and does not require a PIP. NO SD 218 PIP PLAN REQUIRED FOR LOW INCOME OR ENGLISH LEARNERS because they exceed the Target Level.				
4S1	Plan of Action			
Part A – Specific Stakeholders <i>Insert list of specific stakeholders here.</i> • The stakeholder list MUST include those individuals who are invited to the Comprehensive Local Needs Assessment (CLNA), as well as applicable representatives from local districts that failed to meet the state target.				
Part B – Activities and Strategies <i>Insert list of specific activities and strategies here.</i> • Activities and strategies should reflect the identified gaps and disparities and the steps that will be taken to close those gaps. • This could also include activities and strategies indicated in your FY21 PIP which you plan to continue.				
Part C – Timeline of implementing Specific Activities through FY24 <i>Insert timeline of specific activities here.</i> • Timeline should include anticipated completion date of each of the activities and strategies identified. • Timeline should only reflect through FY24. • Timeline should include activities from your FY22 PIP that are not yet completed.				
Other Notes <i>Insert other notes here.</i>				