



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: Julie Jooste

Title: Division Chair of CTE

Date: March 2, 2023

EFE Number: 050 System Name: Moraine Area Career System

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|--|--|---|-----------------------------|------------------|--|----------------------|------------------------------|--------------|------------------------------------|--|--|
| 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 Level: | EFE 20.03 % | Districts in EFE that did not meet 90% of Target District 220 | | | | | | | | | |
| 2S1 | Provide an analysis of performance disparities and gaps for this indicator | | | | | | | | | | |
| <p>2S1 / Reading</p> <p>Analysis of Performance Disparities and Gaps:</p> <p>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.</p> <p>Low Income Subgroup</p> | | | | | | | | | | | |
| 2S1 | Plan of Action | | | | | | | | | | |
| <p>Part A – Specific Stakeholders</p> <p><i>Insert list of specific stakeholders here.</i></p> <ul style="list-style-type: none"> 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. <table border="1"> <tr> <td>Dr. Erika Banick</td> <td>Director of Curriculum and Instruction</td> </tr> <tr> <td>Eileen Jastrzebowski</td> <td>Director of Student Services</td> </tr> <tr> <td>Julie Jooste</td> <td>Division Chair of CTE/PE/Fine Arts</td> </tr> <tr> <td></td> <td></td> </tr> </table> | | | | Dr. Erika Banick | Director of Curriculum and Instruction | Eileen Jastrzebowski | Director of Student Services | Julie Jooste | Division Chair of CTE/PE/Fine Arts | | |
| Dr. Erika Banick | Director of Curriculum and Instruction | | | | | | | | | | |
| Eileen Jastrzebowski | Director of Student Services | | | | | | | | | | |
| Julie Jooste | Division Chair of CTE/PE/Fine Arts | | | | | | | | | | |
| | | | | | | | | | | | |
| <p>Part B – Activities and Strategies</p> <p><i>Insert list of specific activities and strategies here.</i></p> <ul style="list-style-type: none"> 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. <p>- Counselors meet with all (current) Juniors for a 30 minute session on course selection, career/college planning, and to onboard them to Schoollinks and save a Career Cluster.</p> | | | | | | | | | | | |

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|---|--|--|-------|----------------------|
| - Reading for Mastery Class | | | | |
| - Junior SAT prep homeroom | | | | |
| - Resource center referrals | | | | |
| | | | | |
| Part C – Timeline of implementing Specific Activities through FY24 | | | | |
| <i>Insert timeline of specific activities here.</i> | | | | |
| <ul style="list-style-type: none">• <i>Timeline should include anticipated completion date of each of the activities and strategies identified.</i>• <i>Timeline should only reflect through FY24.</i>• <i>Timeline should include activities from your FY22 PIP that are not yet completed.</i> | | | | |
| Spring 2023 | Counselors register students for SY 23/24 courses and discuss learning gaps, on-track graduation status and future career plans during the registration meeting. | | | |
| Summer 2023 | Student Services will continue PLC work to develop a school-wide "RAM READY" curriculum, aligned with the PACE framework. | | | |
| Fall 2023 | Onboard all incoming students to Schoolinks and have them complete a Career Cluster. | | | |
| | Counselors meet with all (current) Juniors for a 30 minute session on course selection, career/college planning, and to onboard them to Schoolinks and save a Career Cluster. At the conclusion of FY24, 35% of EL CTE concentrator students in D220 will be enrolled in any of the scenarios listed below within nine months of graduation: postsecondary institution; advanced training; military service; service program related to Title 1 of the National & Community Service Act; volunteer in the Peace Corp; employed. | | | |
| | Incoming Freshman who are not reading at grade level are placed into our Reading for Mastery course. | | | |
| | Students who need additional reading interventions, will be referred to our Resource Center. | | | |
| Spring 2024 | All Juniors assigned to an SAT prep homeroom. Work with targeted subgroups on post program planning. Survey seniors on post program plans and contact information. | | | |
| | | | | |
| | | | | |
| Other Notes | | | | |
| <i>Insert other notes here.</i> | | | | |
| The SAT Homeroom is a hybrid program that reinforces reading strategies and provides individualized practice through KHAN Academy. PSAT10 results are analyzed to determine what areas of reading skills students struggle with. The direct instruction portion of the test prep homeroom is then designed to meet areas of need. | | | | |
| 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 0 Level: | EFE 20.03 % | Districts in EFE that did not meet 90% of Target District 220 | | |
| 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.

English Learners (ELA) Subgroup

2S1

Plan of Action

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. Erika Banick | Director of Curriculum and Instruction |
| Eileen Jastrzebowski | Director of Student Services |
| Julie Jooste | Division Chair of CTE/PE/Fine Arts |
| | |

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.

- Counselors meet with all (current) Juniors for a 30 minute session on course selection, career/college planning, and to onboard them to Schoollinks and save a Career Cluster.

- Reading for Mastery Class

- Junior SAT prep homeroom

- Resource center referrals

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.

| | |
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| Spring 2023 | Counselors register students for SY 23/24 courses and discuss learning gaps, on-track graduation status and future career plans during the registration meeting. |
| Summer 2023 | Student Services will continue PLC work to develop a school-wide "RAM READY" curriculum, aligned with the PACE framework. |
| | Onboard all incoming students to Schoolinks and have them complete a Career Cluster. |
| | Counselors meet with all (current) Juniors for a 30 minute session on course selection, career/college planning, and to onboard them to Schoollinks and save a Career Cluster. |
| | At the conclusion of FY24, 35% of EL CTE concentrator students in D220 will be enrolled in any of the scenarios listed below within nine months of graduation: postsecondary institution; advanced training; military service; service program related to Title 1 of the National & Community Service Act; volunteer in the Peace Corp; employed. |
| | Incoming Freshman who are not reading at grade level are placed into our Reading for Mastery course. |
| Fall 2023 | Students who need additional reading interventions, will be referred to our Resource Center. |

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| Spring 2024 | <p>All Juniors assigned to an SAT prep homeroom.</p> <p>Work with targeted subgroups on post program planning.</p> <p>Survey seniors on post program plans and contact information.</p> |
| <p>Other Notes <i>Insert other notes here.</i></p> <p>The SAT Homeroom is a hybrid program that reinforces reading strategies and provides individualized practice through KHAN Academy. PSAT10 results are analyzed to determine what areas of reading skills students struggle with. The direct instruction portion of the test prep homeroom is then designed to meet areas of need.</p> | |

Name of Person Completing the Form: Julie Jooste

Title: Division Chair of CTE Date: March 3, 2023

EFE Number: 050 System Name: Moraine Area Career System

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|---|--|--|---|----------------|--------------|
| 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 14.17 Level: | EFE 18.33 % | | Districts in EFE that did not meet 90% of Target District 220 | | |
| 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> <ul style="list-style-type: none">• 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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| Part B – Activities and Strategies <i>Insert list of specific activities and strategies here.</i> <ul style="list-style-type: none">• 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. | | | | | |
| - Counselors meet with all (current) Juniors for a 30 minute session on course selection, career/college planning, and to onboard them to Schoollinks and save a Career Cluster. | | | | | |
| - Math Interventionist | | | | | |
| - Junior SAT prep homeroom | | | | | |
| - Resource center referrals | | | | | |
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| Part C – Timeline of implementing Specific Activities through FY24 <i>Insert timeline of specific activities here.</i> <ul style="list-style-type: none">• Timeline should include anticipated completion date of each of the activities and strategies identified. | | | | | |

- Timeline should only reflect through FY24.
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| Spring 2024 | <p>All Juniors assigned to an SAT prep homeroom.</p> <p>Math Lab Homeroom.</p> <p>Work with targeted subgroups on post program planning.</p> <p>Survey seniors on post program plans and contact information.</p> |

Other Notes

Insert other notes here.

- 4th and 5th hour Math Lab HR
 - Students receive daily referrals from teacher of record for supplemental math support
 - Certified staff, along with student tutors, provide individualized instruction
 - Credit-deficient students are scheduled to attend every day
- Part-Time Interventionists
 - A certified math teacher
 - Pushes into Geometry classrooms weekly
 - Tracks student grades/progress electronically to identify at-risk students
- Credit Recovery HR
 - Students <10 percentage points away from passing are invited
 - Semester-long HR provides instruction and assessment aligned to the essential standards of the course
- Resource Center Referrals
 - Students receive daily referrals from teacher of record
 - Students may also attend on their own accord
 - Credit-deficient students are scheduled to attend every day

The SAT Homeroom is a hybrid program that provides individualized practice through KHAN Academy. PSAT10 results are analyzed to determine what math skills students struggle with. The direct instruction portion of the test prep homeroom lessons are then designed to meet areas of need.

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| 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 0 Level: | EFE 18.33 % | Districts in EFE that did not meet 90% of Target District 220 | | | | | | | | |
| 2S2 | Provide an analysis of performance disparities and gaps for this indicator | | | | | | | | | |
| <p>2S2 / Math</p> <p>Analysis of Performance Disparities and Gaps:</p> <p>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.</p> <p>English Learners (ELA) Subgroup</p> | | | | | | | | | | |
| 2S2 | Plan of Action | | | | | | | | | |
| <p>Part A – Specific Stakeholders <i>Insert list of specific stakeholders here.</i></p> <ul style="list-style-type: none"> <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. Erika Banick</td> <td>Director of Curriculum and Instruction</td> </tr> <tr> <td>Eileen Jastrzebowski</td> <td>Director of Student Services</td> </tr> <tr> <td>Julie Jooste</td> <td>Division Chair of CTE/PE/Fine Arts</td> </tr> <tr> <td></td> <td></td> </tr> </table> | | | Dr. Erika Banick | Director of Curriculum and Instruction | Eileen Jastrzebowski | Director of Student Services | Julie Jooste | Division Chair of CTE/PE/Fine Arts | | |
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| | <p>Students who need additional math interventions, will be referred to our Resource Center.</p> <p>Math Lab Homeroom.</p> |
| Spring 2024 | <p>All Juniors assigned to an SAT prep homeroom.</p> <p>Math Lab Homeroom.</p> <p>Work with targeted subgroups on post program planning.</p> <p>Survey seniors on post program plans and contact information.</p> |
| <p>Other Notes <i>Insert other notes here.</i></p> <ul style="list-style-type: none"> ● 4th and 5th hour Math Lab HR <ul style="list-style-type: none"> ○ Students receive daily referrals from teacher of record for supplemental math support ○ Certified staff, along with student tutors, provide individualized instruction ○ Credit-deficient students are scheduled to attend every day ● Part-Time Interventionists <ul style="list-style-type: none"> ○ A certified math teacher ○ Pushes into Geometry classrooms weekly ○ Tracks student grades/progress electronically to identify at-risk students ● Credit Recovery HR <ul style="list-style-type: none"> ○ Students <10 percentage points away from passing are invited ○ Semester-long HR provides instruction and assessment aligned to the essential standards of the course ● Resource Center Referrals <ul style="list-style-type: none"> ○ Students receive daily referrals from teacher of record ○ Students may also attend on their own accord ○ Credit-deficient students are scheduled to attend every day <p>The SAT Homeroom is a hybrid program that provides individualized practice through KHAN Academy. PSAT10 results are analyzed to determine what math skills students struggle with. The direct instruction portion of the test prep homeroom lessons are then designed to meet areas of need.</p> | |

Name of Person Completing the Form: Julie Jooste

Title: Division Chair CTE

Date: March 3, 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 22.03 Level: | EFE 22.94 % | Districts in EFE that did not meet 90% of Target District 220 | | | |
| 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> <ul style="list-style-type: none"><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> | | | | | |
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- Counselors meet with all (current) Juniors for a 30 minute session on course selection, career/college planning, and to onboard them to Schoollinks and save a Career Cluster.
- Science Interventionist
- Resource center referrals

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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| Spring 2024 | Work with targeted subgroups on post program planning. Survey seniors on post program plans and contact information. |

Other Notes

Insert other notes here.

- **Part-Time Interventionist**
 - One certified science
 - Pushes Chemistry classrooms weekly
 - Track student grades/progress electronically to identify at-risk students
- **Resource Center Referrals**
 - Students receive daily referrals from teacher of record
 - Students may also attend on their own accord
 - Credit-deficient students are scheduled to attend every day

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| 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 0 Level: | EFE 22.94 % | Districts in EFE that did not meet 90% of Target | | | |
| | | District 220 | | | |
| 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

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English Learners (ELA) Subgroup

2S3

Plan of Action

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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| Eilee n Jastr zebo wski | Direct or of Stude nt Servi ces | |
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- Science Interventionist

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Part C – Timeline of implementing Specific Activities through FY24

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| Fall 2023 | <p>Onboard all incoming students to Schoolinks and have them complete a Career Cluster.</p> <p>Students who need additional science interventions, will be referred to our Resource Center.</p> |
| Spring 2024 | <p>Work with targeted subgroups on post program planning.</p> <p>Survey seniors on post program plans and contact information.</p> |
| <p>Other Notes <i>Insert other notes here.</i></p> <ul style="list-style-type: none"> ● Part-Time Interventionist <ul style="list-style-type: none"> ○ One certified science ○ Pushes Chemistry classrooms weekly ○ Track student grades/progress electronically to identify at-risk students ● Resource Center Referrals <ul style="list-style-type: none"> ○ Students receive daily referrals from teacher of record ○ Students may also attend on their own accord ○ Credit-deficient students are scheduled to attend every day | |

Name of Person Completing the Form: Julie Jooste

Title: 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 53.52 Level: | EFE 53.98 % | Districts in EFE that did not meet 90% of Target District 220 | | | |
| 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 require qualified entrance scores for enrollment. Low Income Subgroup | | | | | |
| 3S1 | Plan of Action | | | | |
| Part A – Specific Stakeholders <i>Insert list of specific stakeholders here.</i> <ul style="list-style-type: none">• 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. Erika Banick | | Director of Curriculum and Instruction | | | |
| Eileen Jastrzebowski | | Director of Student Services | | | |
| Julie Jooste | | Division Chair of CTE/PE/Fine Arts | | | |
| | | | | | |
| Part B – Activities and Strategies <i>Insert list of specific activities and strategies here.</i> <ul style="list-style-type: none">• 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. | | | | | |
| - Counselors meet with all (current) Juniors for a 30 minute session on course selection, career/college planning, and to onboard them to Schoollinks and save a Career Cluster. | | | | | |
| - Career Options Night | | | | | |
| - Hand out Career Guides to CTE students | | | | | |
| | | | | | |
| | | | | | |

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 | Counselors register students for SY 23/24 courses and discuss learning gaps, on-track graduation status and future career plans during the registration meeting. |
| Summer 2023 | Student Services will continue PLC work to develop a school-wide "RAM READY" curriculum, aligned with the PACE framework. |
| | Career Options Night is hosted. Counselors meet with all (current) Juniors for a 30 minute session on course selection, career/college planning, and to onboard them to Schoollinks and save a Career Cluster. At the conclusion of FY24, 35% of EL CTE concentrator students in D220 will be enrolled in any of the scenarios listed below within nine months of graduation: postsecondary institution; advanced training; military service; service program related to Title 1 of the National & Community Service Act; volunteer in the Peace Corp; employed. |
| Fall 2023 | Onboard all incoming students to Schoollinks and have them complete a Career Cluster. |
| Spring 2024 | Work with targeted subgroups on post program planning. Survey seniors on post program plans and contact information. |

Other Notes*Insert other notes here.*

Career Options Night provides students and parents the opportunity to network and learn about non-traditional career pathways including: certification programs, on-the-job training, trade schools and military.

| | | | | | |
|--|--|--|-------|----------------|-------|
| 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 <u>56.76</u> Level: | <u>EFE 53.98</u> % | Districts in EFE that did not meet 90% of Target District 220 | | | |
| 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 require qualified entrance scores for enrollment. English Learners (ELA SUBgroup) | | | | | |
| 3S1 | Plan of Action | | | | |

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.

- Counselors meet with all (current) Juniors for a 30 minute session on course selection, career/college planning, and to onboard them to Schoollinks and save a Career Cluster.

- Career Options Night

- Hand out Career Guides to CTE students

- Counselors meet with all (current) Juniors for a 30 minute session on course selection, career/college planning, and to onboard them to Schoollinks and save a Career Cluster.

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.

- Counselors meet with all (current) Juniors for a 30 minute session on course selection, career/college planning, and to onboard them to School Links and save a Career Cluster.

- Career Counselor goes to feeder school

- Hand out Career Guides to CTE students

- Plan schedule and talking points for visits to CTE classes.

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 | Counselors register students for SY 23/24 courses and discuss learning gaps, on-track graduation status and future career plans during the registration meeting. |
| Summer 2023 | Student Services will continue PLC work to develop a school-wide "RAM READY" curriculum, aligned with the PACE framework. |
| | Career Options Night is hosted. |
| | Counselors meet with all (current) Juniors for a 30 minute session on course selection, career/college planning, and to onboard them to Schoollinks and save a Career Cluster. At the conclusion of FY24, 35% of EL CTE concentrator students in D220 will be enrolled in any of the scenarios listed below within nine months of graduation: postsecondary institution; advanced training; military service; service program related to Title 1 of the National & Community Service Act; volunteer in the Peace Corp; employed. |
| Fall 2023 | Onboard all incoming students to Schoolinks and have them complete a Career Cluster. |
| Spring 2024 | Work with targeted subgroups on post program planning. Survey seniors on post program plans and contact information. |

Other Notes*Insert other notes here.*

Career Options Night provides students and parents the opportunity to network and learn about non-traditional career pathways including: certification programs, on-the-job training, trade schools and military.

Name of Person Completing the Form: Julie Jooste

Title:

Date: February 9, 2023

EFE Number: 050

System Name: Moraine Area Career System

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|---|--|---|--------------|--|--|--|---|--------------|------------------------------------|--|--|
| 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 30.18 Level: | EFE 34.21 % | Districts in EFE that did not meet 90% of Target District 220 | | | | | | | | | |
| 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. Low Income Subgroup | | | | | | | | | | | |
| 4S1 | Plan of Action | | | | | | | | | | |
| Part A – Specific Stakeholders <i>Insert list of specific stakeholders here.</i> <ul style="list-style-type: none">• 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. <table border="1"><tr><td>Dr. Erika Banick</td><td>Director of Curriculum and Instruction</td></tr><tr><td>Eileen Jastrzebowski</td><td>Director of Student Services</td></tr><tr><td>Julie Jooste</td><td>Division Chair of CTE/PE/Fine Arts</td></tr><tr><td></td><td></td></tr></table> | | | | Dr. Erika Banick | Director of Curriculum and Instruction | Eileen Jastrzebowski | Director of Student Services | Julie Jooste | Division Chair of CTE/PE/Fine Arts | | |
| Dr. Erika Banick | Director of Curriculum and Instruction | | | | | | | | | | |
| Eileen Jastrzebowski | Director of Student Services | | | | | | | | | | |
| Julie Jooste | Division Chair of CTE/PE/Fine Arts | | | | | | | | | | |
| | | | | | | | | | | | |
| Part B – Activities and Strategies <i>Insert list of specific activities and strategies here.</i> <ul style="list-style-type: none">• 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. <table border="1"><tr><td>- Counselors meet with all (current) Juniors for a 30 minute session on course selection, career/college planning, and to onboard them to Schoollinks and save a Career Cluster.</td></tr><tr><td>- Career Counselor goes to feeder school</td></tr><tr><td>- Hand out Career Guides to CTE students</td></tr><tr><td>- Plan schedule and talking points for visits to CTE classes.</td></tr></table> | | | | - Counselors meet with all (current) Juniors for a 30 minute session on course selection, career/college planning, and to onboard them to Schoollinks and save a Career Cluster. | - Career Counselor goes to feeder school | - Hand out Career Guides to CTE students | - Plan schedule and talking points for visits to CTE classes. | | | | |
| - Counselors meet with all (current) Juniors for a 30 minute session on course selection, career/college planning, and to onboard them to Schoollinks and save a Career Cluster. | | | | | | | | | | | |
| - Career Counselor goes to feeder school | | | | | | | | | | | |
| - Hand out Career Guides to CTE students | | | | | | | | | | | |
| - Plan schedule and talking points for visits to CTE classes. | | | | | | | | | | | |

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.

| | |
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| Spring 2023 | Counselors meet with all (current) Juniors for a 30 minute session on course selection, career/college planning, and to onboard them to Schoollinks and save a Career Cluster. Career counselor goes to feeder school and talks with incoming freshmen about Career Pathways and gives them ISBE Career Guides. ISBE Career Guides given to CTE students and MACS Regional Career Guide link given to current CTE students (once available). |
| Summer 2023 | Make a plan for Career Counselor to host a session with this subgroup to discuss post-secondary planning. Student Services will continue PLC work to develop a school-wide "RAM READY" curriculum, aligned with the PACE framework. |
| Fall 2023 | Career Counselor hosts career/post-secondary sessions with this specific subgroup. Onboard all students to Schoollinks and have them complete a Career Cluster. |
| Spring 2024 | Work with targeted subgroups on post program planning. Survey seniors on post program plans and contact information. |

Other Notes*Insert other notes here.*

| | | | | | |
|------------------------------------|-------------|--|-------|----------------|-------|
| 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 39.71 Level: | EFE 34.21 % | Districts in EFE that did not meet 90% of Target | | | |
| | | District 220 | | | |

| | |
|---|---|
| 4S1 | Provide an analysis of performance disparities and gaps for this indicator |
| <p>4S1 Non-Traditional Program</p> <p>Analysis of Performance Disparities and Gaps:</p> <p>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.</p> <p>English Learners (ELA) Subgroup</p> | |

| | |
|------------|-----------------------|
| 4S1 | Plan of Action |
|------------|-----------------------|

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.

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.*

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.*

Other Notes

Insert other notes here.