



# 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: Amy Kazin - Division Chair

Title: \_\_\_\_\_ Date: February 9, 2023

EFE Number: 050 System Name: Moraine Area Career System

<b>2S1</b>	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:	<b>38.60</b>	90% of Target:	<b>34.74</b>						
Dist <b>0</b> Level:	EFE <b>20.03</b> %	Districts in EFE that did not meet 90% of Target Insert District Name Here SD 231								
<b>2S1</b>	<b>Provide an analysis of performance disparities and gaps for this indicator</b>									
<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>										
<b>2S1</b>	<b>Plan of Action</b>									
<p><b>Part A – Specific Stakeholders</b></p> <p><i>Insert list of specific stakeholders here.</i></p> <ul style="list-style-type: none"> <li>The stakeholder list <b>MUST</b> 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.</li> </ul> <table border="1"> <tr> <td>Amy Kazin</td> <td>Division Chair</td> </tr> <tr> <td>John O'Connor</td> <td>CTE Teacher</td> </tr> <tr> <td>Tom Eisenbraun</td> <td>Guidance Counselor</td> </tr> </table> <p><b>Part B – Activities and Strategies</b></p> <p><i>Insert list of specific activities and strategies here.</i></p> <ul style="list-style-type: none"> <li>Activities and strategies should reflect the identified gaps and disparities and the steps that will be taken to close those gaps.</li> <li>This could also include activities and strategies indicated in your FY21 PIP which you plan to continue.</li> </ul> <p>-Students in all classes are participating in bi-weekly test practice exercises in each of their four classes. Reading strategies are emphasized for these practice exercises in our CTE courses.</p> <p>-Juniors are participating in SAT Prep Challenge incentive programs which offer rewards for additional practice time invested in Khan Academy test preparation programs.</p>					Amy Kazin	Division Chair	John O'Connor	CTE Teacher	Tom Eisenbraun	Guidance Counselor
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-All juniors are regularly taking practice tests in all English and math courses. All CTE concentrators experience this practice because all juniors have an English and math class for both terms.

-A paraprofessional is assigned to the Industrial Tech department courses to provide additional academic assistance where necessary for CTE students.

-The Tier II intervention room allows students struggling learners access to paraprofessionals for academic assistance in a smaller group setting during the IDEA (advisory) period. This room includes students from all subgroups.

-The MTSS team has created a Tier III intervention room for struggling learners to receive both academic and social/emotional support outside of the traditional classroom setting. This room includes students from all subgroups.

### 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.*

May 2023	MACS Region Career Guide available in English and Spanish on school website
September 2023	Individual counselor meetings with EL students after completion of career survey
December 2023	CTE course information available in Spanish for families prior to registration
January/February 2024	Individual counselor meetings to discuss course selection

### Other Notes

*Insert other notes here.*

<b>2S1</b>	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:	<b>38.60</b>	90% of Target: <b>34.74</b>
Dist 0 Level:	EFE 20.03%	Districts in EFE that did not meet 90% of Target Insert District Name Here SD 231		

### 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.

Amy Kazin	Division Chair
John O'Connor	CTE Teacher
Tom Eisenbraun	Guidance Counselor

**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.

-Students in all classes are participating in bi-weekly test practice exercises in each of their four classes. Reading strategies are emphasized for these practice exercises in our CTE courses.

-Juniors are participating in SAT Prep Challenge incentive programs which offer rewards for additional practice time invested in Khan Academy test preparation programs.

-All juniors are regularly taking practice tests in all English and math courses. All CTE concentrators experience this practice because all juniors have an English and math class for both terms.

-A paraprofessional is assigned to the Industrial Tech department courses to provide additional academic assistance where necessary for CTE students.

-Students identified as English Language Learners have a designated IDEA (advisory) period weekly with an EL-certified instructor who can provide additional academic assistance.

-The Tier II intervention room allows students struggling learners access to paraprofessionals for academic assistance in a smaller group setting during the IDEA (advisory) period. This room includes students from all subgroups.

-The MTSS team has created a Tier III intervention room for struggling learners to receive both academic and social/emotional support outside of the traditional classroom setting. This room includes students from all subgroups.

**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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December 2023	CTE course information available in Spanish for families prior to registration
January/February 2024	Individual counselor meetings to discuss course selection

**Other Notes***Insert other notes here.*

Name of Person Completing the Form: Amy Kazin

Title: \_\_\_\_\_ Date: February 9, 2023

EFE Number: 050 System Name: Moraine Area Career System

<b>2S2</b>	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:	<b>37.60</b>	90% of Target: <b>33.84</b>						
Dist 20 Level:	EFE 18.33 %	Districts in EFE that did not meet 90% of Target Insert District Name Here SD 231							
<b>2S2</b>	<b>Provide an analysis of performance disparities and gaps for this indicator</b>								
<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>Low Income Subgroup</p>									
<b>2S2</b>	<b>Plan of Action</b>								
<p><b>Part A – Specific Stakeholders</b></p> <p><i>Insert list of specific stakeholders here.</i></p> <ul style="list-style-type: none"> <li>The stakeholder list <b>MUST</b> 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.</li> </ul> <table border="1"> <tr> <td>Amy Kazin</td> <td>Division Chair</td> </tr> <tr> <td>John O'Connor</td> <td>CTE Teacher</td> </tr> <tr> <td>Tom Eisenbraun</td> <td>Guidance Counselor</td> </tr> </table>				Amy Kazin	Division Chair	John O'Connor	CTE Teacher	Tom Eisenbraun	Guidance Counselor
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<p><b>Part B – Activities and Strategies</b></p> <p><i>Insert list of specific activities and strategies here.</i></p> <ul style="list-style-type: none"> <li>Activities and strategies should reflect the identified gaps and disparities and the steps that will be taken to close those gaps.</li> <li>This could also include activities and strategies indicated in your FY21 PIP which you plan to continue.</li> </ul> <p>-Students in all classes are participating in bi-weekly test practice exercises in each of their four classes.</p> <p>-Reading specialists have presented in all math classes to instruct students on how to read word problems more effectively.</p> <p>-Juniors are participating in SAT Prep Challenge incentive programs which offer rewards for additional practice time invested in Khan Academy test preparation programs.</p> <p>-All juniors are regularly taking practice tests in all English and math courses. All CTE concentrators experience this practice because all juniors have an English and math class for both terms.</p> <p>-A paraprofessional is assigned to the Industrial Tech department courses to provide additional academic assistance where necessary for CTE students.</p> <p>-The Tier II intervention room allows students struggling learners access to paraprofessionals for academic assistance in a smaller group setting during the IDEA (advisory) period. This room includes students from all subgroups.</p>									

-The MTSS team has created a Tier III intervention room for struggling learners to receive both academic and social/emotional support outside of the traditional classroom setting. This room includes students from all subgroups.

### 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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### Other Notes

*Insert other notes here.*

**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 18.3_%	Districts in EFE that did not meet 90% of Target Insert District Name Here D231		

### 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.

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

### 2S2 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.*

Amy Kazin	Division Chair
John O'Connor	CTE Teacher

### 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.

-Students in all classes are participating in bi-weekly test practice exercises in each of their four classes.  
 -Reading specialists have presented in all math classes to instruct students on how to read word problems more effectively.  
 -Juniors are participating in SAT Prep Challenge incentive programs which offer rewards for additional practice time invested in Khan Academy test preparation programs.  
 -All juniors are regularly taking practice tests in all English and math courses. All CTE concentrators experience this practice because all juniors have an English and math class for both terms.  
 -A paraprofessional is assigned to the Industrial Tech department courses to provide additional academic assistance where necessary for CTE students.  
 -Paraprofessionals are available for academic support for one hour before school and one hour after school in all subject areas.  
 -Students identified as English Language Learners have a designated IDEA (advisory) period weekly with an EL-certified instructor who can provide additional academic assistance.  
 -The Tier II intervention room allows students struggling learners access to paraprofessionals for academic assistance in a smaller group setting during the IDEA (advisory) period. This room includes students from all subgroups.  
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### Other Notes

*Insert other notes here.*

Name of Person Completing the Form: Amy Kazin

Title: \_\_\_\_\_ Date: February 9, 2023

EFE Number: 050 System Name: Moraine Area Career System

<b>2S3</b>	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:	<b>39.90</b>	90% of Target: <b>35.91</b>						
Dist <b>10.53</b> Level:	EFE 22.94%	Districts in EFE that did not meet 90% of Target Insert District Name Here <b>D231</b>							
<b>2S3</b>	<b>Provide an analysis of performance disparities and gaps for this indicator</b>								
<p>2S3 / Science</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 .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.</p> <p><a href="#">Low Income Subgroup</a></p>									
<b>2S3</b>	<b>Plan of Action</b>								
<p><b>Part A – Specific Stakeholders</b></p> <p><i>Insert list of specific stakeholders here.</i></p> <ul style="list-style-type: none"><li>• The stakeholder list <b>MUST</b> 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.</li></ul> <table border="1"><tr><td>Amy Kazin</td><td>Division Chair</td></tr><tr><td>John O'Connor</td><td>CTE Teacher</td></tr><tr><td>Tom Eisenbraun</td><td>Guidance Counselor</td></tr></table>				Amy Kazin	Division Chair	John O'Connor	CTE Teacher	Tom Eisenbraun	Guidance Counselor
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<p><b>Part B – Activities and Strategies</b></p> <p><i>Insert list of specific activities and strategies here.</i></p> <ul style="list-style-type: none"><li>• Activities and strategies should reflect the identified gaps and disparities and the steps that will be taken to close those gaps.</li><li>• This could also include activities and strategies indicated in your FY21 PIP which you plan to continue.</li></ul> <p>-Students in all classes are participating in bi-weekly test practice exercises in each of their four classes.</p> <p>-Reading specialists have presented in science classes, reviewing the meanings of question words and providing additional support with reading charts and graphs.</p> <p>-Juniors are participating in SAT Prep Challenge incentive programs which offer rewards for additional practice time invested in Khan Academy test preparation programs.</p> <p>-All juniors are regularly taking practice tests in all English and math courses. All CTE concentrators experience this practice because all juniors have an English and math class for both terms.</p> <p>-A paraprofessional is assigned to the Industrial Tech department courses to provide additional academic assistance where necessary for CTE students.</p> <p>-Paraprofessionals are available for academic support for one hour before school and one hour after school in all subject areas.</p>									

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School Year 2022 Performance Level		Target Level:	<b>39.90</b>	90% of Target:	<b>35.91</b>
Dist 0 Level:	EFE 22.94%	Districts in EFE that did not meet 90% of Target			
		Insert District Name Here D231			

<b>2S3</b>	<b>Provide an analysis of performance disparities and gaps for this indicator</b>
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2S3 / Science

Analysis of Performance Disparities and Gaps:

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

<b>2S3</b>	<b>Plan of Action</b>
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**Part A – Specific Stakeholders***Insert list of specific stakeholders here.*

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Amy Kazin	Division Chair
John O'Connor	CTE Teacher
Tom Eisenbraun	Guidance Counselor

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

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**Other Notes***Insert other notes here.*

Name of Person Completing the Form: Amy Kazin

Title: \_\_\_\_\_ Date: February 9, 2023

EFE Number: 050 System Name: Moraine Area Career System

<b>3S1</b>	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:	<b>63.20</b>	90% of Target:	<b>56.88</b>						
Dist <b>45</b> Level:	EFE 53.98%	Districts in EFE that did not meet 90% of Target Insert District Name Here <b>D231</b>								
<b>3S1</b>	<b>Provide an analysis of performance disparities and gaps for this indicator</b>									
<p>3S1 / Post Program Placement</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 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.</p> <p><a href="#">Low income Subgroup</a></p>										
<b>3S1</b>	<b>Plan of Action</b>									
<p><b>Part A – Specific Stakeholders</b></p> <p><i>Insert list of specific stakeholders here.</i></p> <ul style="list-style-type: none"><li>• The stakeholder list <b>MUST</b> 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.</li></ul> <table border="1"><tr><td>Amy Kazin</td><td>Division Chair</td></tr><tr><td>John O'Connor</td><td>CTE Teacher</td></tr><tr><td>Tom Eisenbraun</td><td>Guidance Counselor</td></tr></table>					Amy Kazin	Division Chair	John O'Connor	CTE Teacher	Tom Eisenbraun	Guidance Counselor
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<p><b>Part B – Activities and Strategies</b></p> <p><i>Insert list of specific activities and strategies here.</i></p> <ul style="list-style-type: none"><li>• Activities and strategies should reflect the identified gaps and disparities and the steps that will be taken to close those gaps.</li><li>• This could also include activities and strategies indicated in your FY21 PIP which you plan to continue.</li></ul> <p>-Career surveys are completed by all students.</p> <p>-Individual counselor meetings take place with all students to inform course selection and post-secondary choices.</p>										
<p><b>Part C – Timeline of implementing Specific Activities through FY24</b></p> <p><i>Insert timeline of specific activities here.</i></p> <ul style="list-style-type: none"><li>• Timeline should include anticipated completion date of each of the activities and strategies identified.</li><li>• Timeline should only reflect through FY24.</li><li>• Timeline should include activities from your FY22 PIP that are not yet completed.</li></ul> <table border="1"><tr><td>May 2023</td><td>MACS Region Career Guide available in English and Spanish on school website</td></tr><tr><td></td><td></td></tr></table>					May 2023	MACS Region Career Guide available in English and Spanish on school website				
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<b>Other Notes</b> <i>Insert other notes here.</i>		

Name of Person Completing the Form: Amy Kazin

Title: \_\_\_\_\_ Date: February 9, 2023

EFE Number: 050 System Name: Moraine Area Career System

<b>4S1</b>	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:	<b>40.30</b>	90% of Target: <b>36.27</b>						
Dist 0 Level:	EFE 34.21%	Districts in EFE that did not meet 90% of Target Insert District Name Here D231							
<b>4S1</b>	<b>Provide an analysis of performance disparities and gaps for this indicator</b>								
<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>									
<b>4S1</b>	<b>Plan of Action</b>								
<p><b>Part A – Specific Stakeholders</b></p> <p>Insert list of specific stakeholders here.</p> <ul style="list-style-type: none"><li>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.</li></ul> <table border="1"><tr><td>Amy Kazin</td><td>Division Chair</td></tr><tr><td>John O'Connor</td><td>CTE Teacher</td></tr><tr><td>Tom Eisenbraun</td><td>Guidance Counselor</td></tr></table>				Amy Kazin	Division Chair	John O'Connor	CTE Teacher	Tom Eisenbraun	Guidance Counselor
Amy Kazin	Division Chair								
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<p><b>Part B – Activities and Strategies</b></p> <p>Insert list of specific activities and strategies here.</p> <ul style="list-style-type: none"><li>Activities and strategies should reflect the identified gaps and disparities and the steps that will be taken to close those gaps.</li><li>This could also include activities and strategies indicated in your FY21 PIP which you plan to continue.</li></ul> <p>-Career surveys are completed by all students.</p> <p>-Individual counselor meetings take place with all students to inform course selection and post-secondary choices.</p>									
<p><b>Part C – Timeline of implementing Specific Activities through FY24</b></p> <p>Insert timeline of specific activities here.</p> <ul style="list-style-type: none"><li>Timeline should include anticipated completion date of each of the activities and strategies identified.</li><li>Timeline should only reflect through FY24.</li><li>Timeline should include activities from your FY22 PIP that are not yet completed.</li></ul> <table border="1"><tr><td>May 2023</td><td>MACS Region Career Guide available in English and Spanish on school website</td></tr><tr><td>September 2023</td><td>Individual counselor meetings with EL students after completion of career survey</td></tr></table>				May 2023	MACS Region Career Guide available in English and Spanish on school website	September 2023	Individual counselor meetings with EL students after completion of career survey		
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December 2023	CTE course information available in Spanish for families prior to registration		
January/February 2024	Individual counselor meetings to discuss course selection		

  

**Other Notes**  
*Insert other notes here.*

  

<b>4S1</b>	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:	<b>40.30</b>	90% of Target: <b>36.27</b>
Dist <b>9.09</b> Level:	EFE 34.21%	Districts in EFE that did not meet 90% of Target <i>Insert District Name Here</i> <b>D231</b>	

  

<b>4S1</b>	<b>Provide an analysis of performance disparities and gaps for this indicator</b>
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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](#)

  

<b>4S1</b>	<b>Plan of Action</b>
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**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.

Amy Kazin	Division Chair
John O'Connor	CTE Teacher
Tom Eisenbraun	Guidance Counselor

  

**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.

-Career surveys are completed by all students.

-Individual counselor meetings take place with all students to inform course selection and post-secondary choices.

  

**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.

May 2023	MACS Region Career Guide available in English and Spanish on school website
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<b>Other Notes</b> <i>Insert other notes here.</i>		