



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: Mike Cognetti

Title: CTE Director

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 <u>11.11</u> Level:	EFE <u>20.03</u> %	Districts in EFE that did not meet 90% of Target District 217												
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>Michael Cognetti</td> <td>CTE Director</td> </tr> <tr> <td>Cindy Haack</td> <td>FY22 Career Counselor</td> </tr> <tr> <td>Brian Schutz</td> <td>FY23 Career Counselor</td> </tr> </table> <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. <table border="1"> <tr> <td>Post MACS Career Guides on website</td> </tr> <tr> <td>Received hard copies of English Career Guides</td> </tr> <tr> <td>Introduce Career Guides at school-wide events</td> </tr> <tr> <td>Individual conversations with Low Income students</td> </tr> </table>					Michael Cognetti	CTE Director	Cindy Haack	FY22 Career Counselor	Brian Schutz	FY23 Career Counselor	Post MACS Career Guides on website	Received hard copies of English Career Guides	Introduce Career Guides at school-wide events	Individual conversations with Low Income students
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Students create career plans
Counselor meetings with seniors to plan PS transition

At SD 217 Reading and Math skills are incorporated into CTE classes. The school learning center gives struggling students academic support. Teachers refer students for this additional support as needed. Additionally, CTE resource is used to further offer assistance to struggling 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.*

March 23	Career Counselors will meet with seniors to discuss post-secondary choices
April 23	Introduce Career Guides at School wide career events
May 23	The MACS Career Guide will be accessible on the school's website.
Aug 23	Individual student Career Guide discussion with career counselors immediately following completion of career assessments
Nov/Dec 23	Create Career Plan and then Discuss course choices for the following year
March 24	Career Counselor will meet with Seniors to discuss post-secondary choices

Each September we identify students who are struggling in reading, math and science and recommend them for the appropriate assistance and support.

Other Notes

Insert other notes here.

2S1

School Year 2022 Performance Level

Dist **0**
Level:

SD 217 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 ELA Subgroup](#)

2S1

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.

Michael Cognetti	CTE Director
Cindy Haack	FY22 Career Counselor
Brian Schutz	FY23 Career 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.
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Post MACS Career Guides on website
Received hard copies of English Career Guides
Introduce Career Guides at school-wide events
Individual conversations with Low Income students
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Counselor meetings with seniors to plan PS transition

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Other Notes*Insert other notes here.*

Name of Person Completing the Form: Mike Cognito

Title: CTE Director

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 <u>14.29</u> Level:	<u>EFE 18.33</u> %	Districts in EFE that did not meet 90% of Target District 217									
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>Low Income Subgroup</p>											
2S2	Plan of Action										
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Part C – Timeline of implementing Specific Activities through FY24

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Other Notes

Insert other notes here.

2S2

School Year 2022 Performance Level

Dist **0**
Level:

SD 217

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.*

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Michael Cognetti	CTE Director
Cindy Haack	FY22 Career Counselor
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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: Mike Cognetti

Title: CTE Director

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 12.5 Level:	EFE 22.94 %	Districts in EFE that did not meet 90% of Target District 217									
2S3	Provide an analysis of performance disparities and gaps for this indicator										
<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>Low Income Subgroup</p>											
2S3	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>Michael Cognetti</td><td>CTE Director</td></tr><tr><td>Cindy Haack</td><td>FY22 Career Counselor</td></tr><tr><td>Brian Schutz</td><td>FY23 Career Counselor</td></tr></table>						Michael Cognetti	CTE Director	Cindy Haack	FY22 Career Counselor	Brian Schutz	FY23 Career Counselor
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Other Notes

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Dist 0 Level:	EFE 22.94 %	Districts in EFE that did not meet 90% of Target			
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2S3 / Science

Analysis of Performance Disparities and Gaps:

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

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

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Michael Cognetti	CTE Director
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Other Notes*Insert other notes here.*

Name of Person Completing the Form: Mike Cagnetti

Title: CTE Director

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 30 Level:	EFE 53.98 %	Districts in EFE that did not meet 90% of Target District 217									
3S1	Provide an analysis of performance disparities and gaps for this indicator										
<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 requires qualified entrance scores for enrollment.</p> <p>English Learners (ELA Subgroup)</p>											
3S1	Plan of Action										
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Dist 45 Level:	EFE 53.98 %	Districts in EFE that did not meet 90% of Target			
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3S1 / Post Program Placement					
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Low income					
3S1	Plan of Action				

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Title: CTE Director

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 5.88 Level:	EFE 34.21 %	Districts in EFE that did not meet 90% of Target Insert District Name Here SD 217																	
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																		
<p>Part A – Specific Stakeholders</p> <p><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>Mike Cognito</td><td>CTE Director</td></tr><tr><td>Andrew Corbin</td><td>CTE Teacher</td></tr><tr><td>Dawn Palmer</td><td>CTE Teacher</td></tr><tr><td>Karen Lesnicki</td><td>CTE Teacher</td></tr><tr><td>Kristopher Kowalski</td><td>CTE Teacher</td></tr><tr><td>Jason Smith</td><td>CTE Teacher</td></tr><tr><td>Cindy Haack/Brian Schutz</td><td>Career Counselor</td></tr></table> <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"><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> <p>Meet as a team to discuss goals and intended outcomes.</p>						Mike Cognito	CTE Director	Andrew Corbin	CTE Teacher	Dawn Palmer	CTE Teacher	Karen Lesnicki	CTE Teacher	Kristopher Kowalski	CTE Teacher	Jason Smith	CTE Teacher	Cindy Haack/Brian Schutz	Career Counselor
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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 23	Team will evaluate outcomes and adjust programs as necessary.
Aug-Dec 23	Teachers will discuss with NT students career opportunities related to their class. Career guides will be used to explore careers. Field trips will be taken to show career opportunities for NT students.
	Team will create NT mentoring groups to encourage and guide the NT students in course and program completion and assist in the career exploration.
Jan-Mar 24	Teachers will encourage NT students to sign up for specific classes for next year related to the NT student's career choice.
	Current at-risk students will be referred to CTE resources to help receive credit.
May 24	Team will evaluate outcomes and adjust programs as necessary.

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:

36.27Dist **22.7**
Level:**EFE 34.21** %

Districts in EFE that did not meet 90% of Target

Insert District Name Here
SD 217**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***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.

Mike Cagnetti	CTE Director
Andrew Corbin	CTE Teacher

Dawn Palmer	CTE Teacher
Karen Lesnicki	CTE Teacher
Kristopher Kowalski	CTE Teacher
Jason Smith	CTE Teacher
Cindy Haack/Brian Schutz	Career 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.

Meet as a team to discuss goals and intended outcomes.

Part C – Timeline of implementing Specific Activities through FY24

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