Profile and Plan Essentials

LEA Type		AUN	
Career and Technical Center		122097007	
Address 1			
2740 York Road			
Address 2			
City	**State**	**Zip Code**	
Jamison	PA	18929	
Chief School Administrator		**Chief School Administrator Email**	
Dr Mark Covelle		mcovelle@mbit.org	
Single Point of Contact Name			
Lauren Doherty			
Single Point of Contact Email			
ldoherty@mbit.org			
Single Point of Contact Phone Number		**Single Point of Contact Extension**	
215-343-2480		120	
Principal Name			
Lauren Doherty			
Principal Email			
ldoherty@mbit.org			
Principal Phone Number		**Principal Extension**	
215-343-2480		120	
School Improvement Facilitator Name		**School Improvement Facilitator Email**	

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Mark Covelle	Administrator	Middle Bucks Institute of Technology	mcovelle@mbit.org
Lauren Doherty	Administrator	Middle Bucks Institute of Technology	ldoherty@mbit.org
Dr. Matthew Gale	Administrator	Middle Bucks Institute of Technology	mgale@mbit.org
Warren Anders	Administrator	Middle Bucks Institute of Technology	wanders@mbit.org
Dr. Charles Lentz	Administrator	New Hope-Solebury	clentz@nhs.org
Dr. Abram Lucabaugh	Administrator	Central Bucks School District	alucabaugh@cbsd.org
Dr. Charles Malone	Administrator	Central Bucks School District	cmalone@cbsd.org
Alyssa Marton	Administrator	Central Bucks School District	amarton@cbsd.org
Chad Evans	Administrator	Bucks County Intermediate Unit	cevans@bucksiu.org
Flemming Godiksen	Board Member	Centennial School District	godifl@centennialsd.org
Dana Hunter	Board Member	Central Bucks School Board	dhunter@cbsd.org
Dr. Julie Henrich	Administrator	Centennial School District	henrju@centennialsd.org
Lyndell Davis	Administrator	Central Bucks School District	ldavis@cbsd.org
Todd Cantrell	Administrator	Central Bucks School District	tcantrell@cbsd.org
Scott Layer	Administrator	Council Rock School District	jlayer@crsd.org
Montu Patel	Board Member	New Hope-Solebury	mpatel@nhsd.org
Judeth Finn	Board Member	New Hope-Solebury	jfinn@nhsd.org
Steven Guinan	Staff Member	Middle Bucks Institute of Technology	sguinan@mbit.org
Alice Colyar	Community Member	County of Bucks-WED	amcolyar@buckscounty.org
Kati Drian	Community Member	The Wellness Project, LLC.	pawellnessproject@yahoo.com
Brian Cummings	Community Member	County of Bucks-WED	bcummings@buckscounty.org
Dr. Janice Solkov	Community Member	Educational Consultant	drjanice1@yahoo.com
Bernadette Heenan	Community Member	Local Advisory Council	gto248@aol.com
Larry Aniloff	Community Member	Bucks County Community College	larry.aniloff@bucks.edu
Colleen Bell	Administrator	New Hope-Solebury	cbell@nhs.org
Rose Minniti	Administrator	New Hope-Solebury	rminniti@nhs.org
Sherry Appleton	Teacher	Middle Bucks Institute of Technology	sappleton@mbit.org
Amanda Benolken	Administrator	New Hope-Solebury	abenolken@nhsd.org
Brianna Rodriguez	Student	Middle Bucks Institute of Technology	brodriguez@mbit.org
Xdrian Isaac	Student	Middle Bucks Institute of Technology	xisaac@mbit.org
Kaiya Crowley	Student	Middle Bucks Institute of Technology	kcrowley@mbit.org
Lucas Wicen	Student	Middle Bucks Institute of Technology	lwicen@mbit.org
Anthony Dooley	Student	Middle Bucks Institute of Technology	adooley@mbit.org
Susan Suber	Student	Middle Bucks Institute of Technology	ssuber@mbit.org

LEA Profile

Middle Bucks Institute of Technology is a middle to upper economic class, rural community located in the central part of Bucks County. The picturesque high school campus sits on 58 acres and serves as a satellite campus for four local school districts: Centennial, Central Bucks, Council Rock, and New Hope-Solebury. Middle Bucks is a part-time career and technical high school for students who are seeking to enhance their educational program with a highly relevant career and technical experience connected directly to the real world of business and industry. Over 400 business and industry advisors review and update the school's educational program annually. The Middle Bucks experience provides students with a blend of classroom theory, technical applications in leading edge laboratories, and work-based experiences both on and off campus. Students learn and apply language arts, mathematics, science, communications, and technology in a way that has personal meaning and career relevance.

The educational program is organized around five career clusters and operates twenty-two state approved career pathway programs. Each program offers students the opportunity to earn industry certification and acquire career readiness skills. There are approximately 850 secondary students who attend Middle Bucks. In addition, the school clientele also includes approximately 500 adults who are enrolled in daytime, evening, and customized industry training programs. The school operates fall and spring adult evening semesters and a summer career exploration program for middle school students.

Middle Bucks is a valued community resource that prepares today's students for tomorrow's emerging technologies and provides students with the competitive edge needed to compete in a global marketplace and succeed in college.

Mission and Vision

Mission

Preparing tomorrow's workforce today

Vision

Middle Bucks Institute of Technology provides students with the necessary technical, academic, and employability skills to enter, compete, and advance in their future education and careers.

Educational Values

Students

Students will collaborate and actively engage in learning with a focus on college and career readiness while acquiring positive social and emotional life-skills.

Staff

Staff will set high expectations, continuously improve instruction, and provide equitable learning opportunities for all students.

Administration

Administration will establish high expectations and commitment to change and providing the resources that support education, wellness, school operations and technology.

Parents

Parents will share in decision making and work together with educators to achieve mutually agreed-upon goals that support the needs of academic and social well-being of students.

Community

Business and industry partners will support learning through clinical, work-based education, and apprenticeship experiences that provide real world experience that enhance college and career readiness.

Other (Optional)

Omit selected.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	**False** 1	**False** 2	**False** 3	**False** 4	**False** 5	**False** 6
False 7	**False** 8	**True** 9	**True** 10	**True** 11	**True** 12	

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Career Standards	Although we are below the Statewide Performance Standard, we are performing above the statewide average. This data set is a shared data with our sending schools.
Skill Attainment	76% of learners in our school are scoring competent/advanced on the NOCTI/NIMS. This represents 6% growth from pre-pandemic and is a consistent trend over the past three years.
Percent of Graduate Concentrators CTE Program of Study Eligible for Statewide Articulated Postsecondary Credits	81% of learners are engaged as concentrators. This is a consistent percentage for the past 5 years.
Industry Based Learning	100% of our learners are engaged in Industry Based Learning.

Challenges

Indicator	Comments/Notable Observations
Attendance	This data set is a shared data set with our sending schools.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator Industry Recognized Credentials **ESSA Student Subgroups** Hispanic, White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** 88% of our learners earn an industry recognized credential. This is consistent number within 1-2% range over the past 5 years.
Indicator	**Comments/Notable Observations**

ESSA Student Subgroups	
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups** Hispanic, White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations**

Challenges

Indicator Attendance **ESSA Student Subgroups** African American/Black, Hispanic, White, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** 44% - Middle Bucks students did not meet the performance benchmark, which is 94.1%
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Our learners earn industry recognized credentials at high levels.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

We can continue to ensure that MBIT is a school our learners wish to attend more consistently.

Local Assessment

English Language Arts

Data	Comments/Notable Observations

English Language Arts Summary

Strengths

NA

Challenges

NA

Mathematics

Data	Comments/Notable Observations

Mathematics Summary

Strengths

NA

Challenges

NA

Science, Technology, and Engineering Education

Data	Comments/Notable Observations

Science, Technology, and Engineering Education Summary

Strengths

NA

Challenges

NA

Related Academics

Career Readiness

Data	Comments/Notable Observations
Industry Certifications	Each technical program provides students with the opportunity to earn at least one industry recognized certification.
NOCTI	A program specific NOCTI assessment is administered to every senior.
Work-based Learning Experiences	30% of seniors participate in the work-based education program.
MBIT Senior Survey	100% Placement - Postsecondary - 25.22%, Attend postsecondary and work - 32.74%, Join the Military -5.31%, Work -36.73%
Perkins V Performance Indicator - Nontraditional participation & completion	Nontraditional participation and completion are below state indicator (16.35%)

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Applied Horticulture	56% of learners were competent / advanced on the 22-23 NOCTI Assessment
Automotive Mechanics	100% of learners were competent / advanced on the 22-23 NOCTI Assessment
Building/Property Maintenance	100% of learners were competent / advanced on the 22-23 NOCTI Assessment
Carpentry	85% of learners were competent / advanced on the 22-23 NOCTI Assessment
Childcare and Support Services Management	90% of learners were competent / advanced on the 22-23 NOCTI Assessment
Collision Repair and Refinishing Technology	91% of learners were competent / advanced on the 22-23 NOCTI Assessment
Commercial and Advertising Art	78% of learners were competent / advanced on the 22-23 NOCTI Assessment
Communication Technologies	73% of learners were competent / advanced on the 22-23 NOCTI Assessment
Computer Systems Networking	100% of learners were competent / advanced on the 22-23 NOCTI Assessment
Cosmetology/Cosmetologist	83% of learners were competent / advanced on the 22-23 NOCTI Assessment
Culinary Arts Cook	93% of learners were competent / advanced on the 22-23 NOCTI Assessment
Dental Assisting	100% of learners were competent / advanced on the 22-23 NOCTI Assessment
Drafting and Design Technology	88% of learners were competent / advanced on the 22-23 NOCTI Assessment
Electrical Power and Transmission Installers	100% of learners were competent / advanced on the 22-23 NOCTI Assessment
Engineering Technologies/Technicians	75% of learners were competent / advanced on the 22-23 NOCTI Assessment
Health Assisting	81% of learners were competent / advanced on the 22-23 NOCTI Assessment
Homeland Security	75% of learners were competent / advanced on the 22-23 NOCTI Assessment
Plumbing Technology/Plumber	91% of learners were competent / advanced on the 22-23 NOCTI Assessment
Rehabilitation Aide	100% of learners were competent / advanced on the 22-23 NOCTI Assessment
Web Design	56% of learners were competent / advanced on the 22-23 NOCTI Assessment

Welding	88% of learners were competent / advanced on the 22-23 NOCTI Assessment

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

True We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

MBIT demonstrates a notable strength in student achievement with a historical track record indicating that 86-69% of its students consistently achieve competence or advanced levels on NOCTI assessment.
MBIT boasts strengths in fostering a highly engaged student body, setting and upholding elevated expectations, and instilling a sense of pride among students in their learning endeavors.
MBIT demonstrates a notable strength in staff development, as educators appreciate the institution's individualized approach, allowing them to explore areas of personal interest or need directly relevant to their classroom responsibilities. This approach fosters a supportive environment, and staff express a desire to continue benefiting from this model of professional growth.
MBIT's programming strength in job-embedded, hands-on skills, and real-world simulations is evident through students' notable achievements on assessments and credentials. The school's emphasis on practical education is further underscored by increased participation in work-based education, showcasing a commitment to producing well-prepared and skilled graduates ready for the workforce.

MBIT demonstrates a strength in increased student interest, indicating a growing recognition of the value in CTE. While this surge in interest poses challenges, it reflects a positive trend wherein students increasingly appreciate the practical benefits and relevance of CTE programs offered by the school.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

MBIT faces a challenge in staff turnover, primarily driven by retirements, necessitating focused efforts to recruit and hire highly qualified and diverse Career and Technical Education (CTE) educators. Additionally, the school must address this issue by developing and implementing an evolving and robust new teacher induction program to effectively support the onboarding and development of incoming staff.

MBIT faces the challenge of serving a student population with historically over 40% identified as special education students. Addressing this demographic dynamic requires tailored educational approaches, resources, and support systems to ensure an inclusive and effective learning environment for all students.

MBIT encounters the challenge of surging interest in its CTE programs, necessitating a thorough examination of the building infrastructure to identify and implement enhancements that can accommodate the rising enrollment levels effectively.

MBIT faces a multifaceted challenge involving the need for improved community and stakeholder understanding and awareness about the academic rigor of its CTE programs and addressing lingering stigmas associated with Career and Technical Education, as perceived by both students and staff within the sending school districts. MBIT needs to expand its marketing efforts to effectively reach and engage all stakeholders. This involves developing comprehensive strategies to communicate with diverse audiences, fostering broader awareness and support for the school's programs and initiatives.

MBIT faces the challenge of non-traditional enrollment, experiencing an increase but still falling below state indicators. Overcoming this challenge involves strategic efforts to boost enrollment, ensuring alignment with state benchmarks and maximizing opportunities for participation in non-traditional programs.

Equity Considerations

English Learners
False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Perkins CNLA- 4-year Graduation Cohort	86% of English Leaners Graduated within 4 years in 22-23.
Perkins CNLA-Post Graduation Placement	100% of English Learners had post-graduation placement in 22-23.
Perkins CNLA- Nontraditional Program Concentrators	25% (1/4) English Learners were concentrators in nontraditional programs in 22-23
Perkins CNLA- Postsecondary Credentials Earned	86% of English Leaners earned postsecondary credentials in 22-23.
Perkins CNLA- NOCTI Skill Attainment	57% of English Learners achieved Competency on the NOCTI in 22-23.

Students with Disabilities
False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Perkins CNLA- 4-year Graduation Cohort	96% of individuals with disabilities graduated within 4 years in 22-23.
Perkins CNLA-Post Graduation Placement	87% of individuals with disabilities had postpost-graduation placement upon graduation in 22-23.
Perkins CNLA- Nontraditional Program Concentrators	Approximately 10% of individuals with disabilities were concentrators in nontraditional programs in 22-23.
Perkins CNLA- Postsecondary Credentials Earned	88% of individuals with disabilities earned recognized postsecondary credentials in 22-23.
Perkins CNLA- NOCTI Skill Attainment	78% of individuals with disabilities achieved Competency on the NOCTI in 22-23.

Students Considered Economically Disadvantaged
False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Perkins CNLA- 4-year Graduation Cohort	93% of learners identified as economically disadvantaged graduated within 4 years in 22-23.
Perkins CNLA-Post Graduation Placement	91% of learners identified as economically disadvantaged had post graduate placement in 22-23
Perkins CNLA- Nontraditional Program Concentrators	12% of learners identified as economically disadvantaged were concentrators in nontraditional programs in 22-23

Perkins CNLA- Postsecondary Credentials Earned	80% of learners identified as economically disadvantaged earned postsecondary credentials in 22-23.
Perkins CNLA- NOCTI Skill Attainment	79% of learners identified as economically disadvantaged achieved Competency on the NOCTI in 22-23.

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
Hispanic	91% of Hispanic students at MBIT graduated within 4 years in 22-23.
Black	100% of Black students at MBIT graduated within 4 years in 22-23.
White	97% of White students at MBIT graduated within 4 years in 22-23.
Hispanic	87% of Hispanic students had post-graduation placement secured in 22-23.
Black	75% of Black students had post-graduation placement secured in 22-23.
White	94% of White students had post-graduation placement secured in 22-23.
Hispanic	8% of Hispanic students were concentrators in nontraditional programs in 22-23.
Black	20% (1/5) of Black students were concentrators in nontraditional programs 22-23
White	11% of White students were concentrators in nontraditional programs 22-23
2 or More Races	33% of multiracial students were concentrators in nontraditional programs 22-23
Hispanic	79% of Hispanic students earned recognized post-secondary credentials in 22-23
Black	100% of Black students earned recognized post-secondary credentials in 22-23
White	89% of White students earned recognized post-secondary credentials in 22-23
2 or More Races	80% of multi-racial students earned recognized post-secondary credentials in 22-23.
Hispanic	76% of Hispanic students achieved Competency on the NOCTI in 22-23.
Black	86% of Black students achieved Competency on the NOCTI in 22-23.
White	88% of White students achieved Competency on the NOCTI in 22-23.
2 or More Races	80% of multi-racial students achieved Competency on the NOCTI in 22-23.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

MBIT has demonstrated historical efficacy in promoting high levels of student achievement regarding industry credential attainment, and NOCTI scores, particularly benefiting English learners, students with disabilities, and economically disadvantaged students.
MBIT demonstrates a notable strength in post-graduation success, as the majority of its students, including 87% of Hispanic, 75% of Black, and 94% of White

students, secure post-graduation placements, underscoring the school's effectiveness in preparing students for successful transitions to higher education or careers.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

MBIT faces the challenge of non-traditional enrollment, experiencing an increase but still falling below state indicators. Overcoming this challenge involves strategic efforts to boost enrollment, ensuring alignment with state benchmarks and maximizing opportunities for participation in non-traditional programs.
MBIT faces a challenge in ensuring uniform competency levels among students, with variations observed, notably 57% among English learners, highlighting the need for targeted support to facilitate consistent skill development, especially as the English learner population continues to steadily increase. Additionally, English Learners faced a lower graduation rate than other groups.
MBIT faces a notable challenge as its faculty and staff has historically lacked diversity, a concern given the growing diversity of the student population, emphasizing the need for efforts to enhance inclusivity and representation among the school's personnel.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Program	
Student Services	
K-12 Guidance Plan (339 Plan)	
Technology Plan	
English Language Development Programs	
Facilities Plan	
Finances	

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction.

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Exemplary
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Exemplary
Continuously monitor implementation of the school improvement plan and adjust as needed	Exemplary

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths
Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Align curricular materials and lesson plans to the PA Standards
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community
Continuously monitor implementation of the school improvement plan and adjust as needed
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
Partner with local businesses, community organizations, and other agencies to meet the needs of the school

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Monitor and evaluate the impact of professional learning on staff practices and student learning

Summary of Strengths and Challenges from the Needs Assessment

Strengths
Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Our learners earn industry recognized credentials at high levels.	False
NA	False
NA	False
NA	False
MBIT demonstrates a notable strength in student achievement with a historical track record indicating that 86-69% of its students consistently achieve competence or advanced levels on NOCTI assessment.	False
Align curricular materials and lesson plans to the PA Standards	False
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	False
Continuously monitor implementation of the school improvement plan and adjust as needed	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	False
MBIT boasts strengths in fostering a highly engaged student body, setting and upholding elevated expectations, and instilling a sense of pride among students in their learning endeavors.	False
MBIT demonstrates a notable strength in staff development, as educators appreciate the institution's individualized approach, allowing them to explore areas of personal interest or need directly relevant to their classroom responsibilities. This approach fosters a supportive environment, and staff express a desire to continue benefiting from this model of professional growth.	True
MBIT's programming strength in job-embedded, hands-on skills, and real-world simulations is evident through students' notable achievements on assessments and credentials. The school's emphasis on practical education is further underscored by increased participation in work-based education, showcasing a commitment to producing well-prepared and skilled graduates ready for the workforce.	True
MBIT demonstrates a strength in increased student interest, indicating a growing recognition of the value in CTE. While this surge in interest poses challenges, it reflects a positive trend wherein students increasingly appreciate the practical benefits and relevance of CTE programs offered by the school.	True
MBIT has demonstrated historical efficacy in promoting high levels of student achievement regarding industry credential attainment, and NOCTI scores, particularly benefiting English learners, students with disabilities, and economically disadvantaged students.	False
MBIT demonstrates a notable strength in post-graduation success, as the majority of its students, including 87% of Hispanic, 75% of Black, and 94% of White students, secure post-graduation placements, underscoring the school's effectiveness in preparing	True

| students for successful transitions to higher education or careers. | |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school | False |

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Career Technical Center and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
We can continue to ensure that MBIT is a school our learners wish to attend more consistently.	False
NA	False
NA	False
NA	False
MBIT faces a challenge in staff turnover, primarily driven by retirements, necessitating focused efforts to recruit and hire highly qualified and diverse Career and Technical Education (CTE) educators. Additionally, the school must address this issue by developing and implementing an evolving and robust new teacher induction program to effectively support the onboarding and development of incoming staff.	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
MBIT faces the challenge of serving a student population with historically over 40% identified as special education students. Addressing this demographic dynamic requires tailored educational approaches, resources, and support systems to ensure an inclusive and effective learning environment for all students.	True
MBIT encounters the challenge of surging interest in its CTE programs, necessitating a thorough examination of the building infrastructure to identify and implement enhancements that can accommodate the rising enrollment levels effectively.	True
MBIT faces a multifaceted challenge involving the need for improved community and stakeholder understanding and awareness about the academic rigor of its CTE programs and addressing lingering stigmas associated with Career and Technical Education, as perceived by both students and staff within the sending school districts. MBIT needs to expand its marketing efforts to effectively reach and engage all stakeholders. This involves developing comprehensive strategies to communicate with diverse audiences, fostering broader awareness and support for the school's programs and initiatives.	True
MBIT faces the challenge of non-traditional enrollment, experiencing an increase but still falling below state indicators. Overcoming this challenge involves strategic efforts to boost enrollment, ensuring alignment with state benchmarks and maximizing opportunities for participation in non-traditional programs.	False
MBIT faces the challenge of non-traditional enrollment, experiencing an increase but still falling below state indicators. Overcoming this challenge involves strategic efforts to boost enrollment, ensuring alignment with state benchmarks and maximizing opportunities for participation in non-traditional programs.	False
MBIT faces a challenge in ensuring uniform competency levels among students, with variations observed, notably 57% among English learners, highlighting the need for targeted support to facilitate consistent skill development, especially as the English learner population continues to steadily increase. Additionally, English Learners faced a lower graduation rate than other groups.	False
MBIT faces a notable challenge as its faculty and staff has historically lacked diversity, a concern given the growing diversity of	True

the student population, emphasizing the need for efforts to enhance inclusivity and representation among the school's personnel.	

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
MBIT faces the challenge of serving a student population with historically over 40% identified as special education students. Addressing this demographic dynamic requires tailored educational approaches, resources, and support systems to ensure an inclusive and effective learning environment for all students.		True
MBIT encounters the challenge of surging interest in its CTE programs, necessitating a thorough examination of the building infrastructure to identify and implement enhancements that can accommodate the rising enrollment levels effectively.		True
MBIT faces a multifaceted challenge involving the need for improved community and stakeholder understanding and awareness about the academic rigor of its CTE programs and addressing lingering stigmas associated with Career and Technical Education, as perceived by both students and staff within the sending school districts. MBIT needs to expand its marketing efforts to effectively reach and engage all stakeholders. This involves developing comprehensive strategies to communicate with diverse audiences, fostering broader awareness and support for the school's programs and initiatives.		True
MBIT faces a notable challenge as its faculty and staff has historically lacked diversity, a concern given the growing diversity of the student population, emphasizing the need for efforts to enhance inclusivity and representation among the school's personnel.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
MBIT demonstrates a notable strength in staff development, as educators appreciate the institution's individualized approach, allowing them to explore areas of personal interest or need directly relevant to their classroom responsibilities. This approach fosters a supportive environment, and staff express a desire to continue benefiting from this model of professional growth.	
MBIT's programming strength in job-embedded, hands-on skills, and real-world simulations is evident through students' notable achievements on assessments and credentials. The school's emphasis on practical education is further underscored by increased participation in work-based education, showcasing a commitment to producing well-prepared and skilled graduates ready for the workforce.	
MBIT demonstrates a strength in increased student interest, indicating a growing recognition of the value in CTE. While this surge in interest poses challenges, it reflects a positive trend wherein students increasingly appreciate the practical benefits and relevance of CTE programs offered by the school.	
MBIT demonstrates a notable strength in post-graduation success, as the majority of its students, including 87% of Hispanic, 75% of Black, and 94% of White students, secure post-graduation placements, underscoring the school's effectiveness in preparing students for successful transitions to higher education or careers.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements

	If MBIT conducts a comprehensive assessment of its current infrastructure to identify areas for repair or upgrades, optimizes its facility to meet both current and future educational needs, and develops a long-term capital plan for physical plant improvements, then it will ensure a modern, well-maintained, and future-ready educational environment that effectively supports its mission and enhances the experience for all learners.
	If MBIT establishes a framework to maintain and advance CTE offerings in line with industry standards, and implements an effective equipment replacement program for innovation and industry alignment then we will create an exceptional educational setting that not only elevates the standard of instruction but also ensures its learners are well-prepared for success in rapidly evolving high-priority industries.
	If MBIT effectively implements strategic initiatives to engage stakeholders and enhance its public perception, participates in brand development to ensure alignment with its values, and strengthens its alumni network to support and contribute to the development of current students, then it will solidify its reputation as a valuable institution while fostering a community that continuously uplifts and celebrates the success of its stakeholders.
	If MBIT effectively recruits diverse, high-quality CTE staff and faculty, then to maintain and advance CTE offerings in line with industry standards, and implements an effective equipment replacement program for innovation and industry alignment then we will create an exceptional educational setting that elevates the standard of instruction and also ensures its learners are well-prepared for success in rapidly evolving high-priority industries.

Goal Setting

Priority: If MBIT conducts a comprehensive assessment of its current infrastructure to identify areas for repair or upgrades, optimizes its facility to meet both current and future educational needs, and develops a long-term capital plan for physical plant improvements, then it will ensure a modern, well-maintained, and future-ready educational environment that effectively supports its mission and enhances the experience for all learners.

Outcome Category
Other
Measurable Goal Statement (Smart Goal)
By the end of the 2026-2027 school year, MBIT will conduct a comprehensive assessment a of the current infrastructure and develop a long-term capital plan to guide investments and improvements of the physical plant in order to meet the current and future needs educational needs.
Measurable Goal Nickname (35 Character Max)
Comprehensive Assessment and Capital Planning

Target Year 1	Target Year 2	Target Year 3
By the end of the 2024-2025 school year, MBIT will conduct a comprehensive assessment of the current infrastructure in order to meet the current and future needs educational needs.	By the end of the 2025-2026 school year, MBIT will develop a long-term capital plan to guide investments and improvements of the physical plant in order to meet the current and future needs educational needs.	By the end of the 2026-2027 school year, MBIT will conduct a comprehensive assessment a of the current infrastructure and develop a long-term capital plan to guide investments and improvements of the physical plant in order to meet the current and future needs educational needs.

Priority: If MBIT establishes a framework to maintain and advance CTE offerings in line with industry standards, and implements an effective equipment replacement program for innovation and industry alignment then we will create an exceptional educational setting that not only elevates the standard of instruction but also ensures its learners are well-prepared for success in rapidly evolving high-priority industries.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction
Measurable Goal Statement (Smart Goal)
By the end of the 2026-2027 school year MBIT will establish a responsive framework that aims to consistently maintain high-quality CTE offerings that align with current industry standards but also proactively position itself to meet the evolving needs of the workforce.
Measurable Goal Nickname (35 Character Max)
High Quality CTE Programming

Target Year 1	Target Year 2	Target Year 3
By the end of the 2024-2025 school year MBIT will continue to establish a responsive framework that aims to consistently maintain high-quality CTE	By the end of the 2025-2026 school year MBIT will continue to establish a responsive framework that aims to consistently maintain high-quality CTE	By the end of the 2026-2027 school year MBIT will establish a responsive framework that aims to consistently maintain high-quality CTE offerings

offerings that align with current industry standards but also proactively position itself to meet the evolving needs of the workforce.	offerings that align with current industry standards but also proactively position itself to meet the evolving needs of the workforce.	that align with current industry standards but also proactively position itself to meet the evolving needs of the workforce.

Outcome Category		
Other		
Measurable Goal Statement (Smart Goal)		
By the end of the 2026-2027 school year MBIT will implement an effective equipment replacement program aimed at fostering innovation and industry alignment to meet the evolving standards of diverse industries.		
Measurable Goal Nickname (35 Character Max)		
Innovative and Industry Aligned Equipment		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of the 2024-2025 school year MBIT will begin to implement an effective equipment replacement program aimed at fostering innovation and industry alignment to meet the evolving standards of diverse industries.	By the end of the 2025-2026 school year MBIT will continue to implement an effective equipment replacement program aimed at fostering innovation and industry alignment to meet the evolving standards of diverse industries.	By the end of the 2026-2027 school year MBIT will implement an effective equipment replacement program aimed at fostering innovation and industry alignment to meet the evolving standards of diverse industries.

Priority: If MBIT effectively implements strategic initiatives to engage stakeholders and enhance its public perception, participates in brand development to ensure alignment with its values, and strengthens its alumni network to support and contribute to the development of current students, then it will solidify its reputation as a valuable institution while fostering a community that continuously uplifts and celebrates the success of its stakeholders.

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
By the end of the 2026-2027 school year, MBIT will Implement strategic initiatives that engage stakeholders, highlight our programs, foster a positive perception of MBIT locally, state-wide, and nationally.		
Measurable Goal Nickname (35 Character Max)		
Positive Perception of MBIT		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of the 2024-2025 school year, MBIT will continue to implement strategic initiatives that engage stakeholders, highlight our programs, foster a positive perception of MBIT locally, state-wide, and nationally.	By the end of the 2025-2026 school year, MBIT will continue to implement strategic initiatives that engage stakeholders, highlight our programs, foster a positive perception of MBIT locally, state-wide, and nationally.	By the end of the 2026-2027 school year, MBIT will Implement strategic initiatives that engage stakeholders, highlight our programs, foster a positive perception of MBIT locally, state-wide, and nationally.

Outcome Category		
Other		
Measurable Goal Statement (Smart Goal)		
By the end of the 2026-2027 school year, MBIT will actively participate in brand development and evaluation ensuring that MBIT's image aligns with its values, effectively communicates its unique offerings, and remains a trusted and influential presence in the community and beyond.		
Measurable Goal Nickname (35 Character Max)		
Brand Development		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of the 2024-2025 school year, MBIT will actively participate in brand development and evaluation ensuring that MBIT's image aligns with its values, effectively communicates its unique offerings, and remains a trusted and influential presence in the community and beyond.	By the end of the 2025-2026 school year, MBIT will actively participate in brand development and evaluation ensuring that MBIT's image aligns with its values, effectively communicates its unique offerings, and remains a trusted and influential presence in the community and beyond.	By the end of the 2026-2027 school year, MBIT will actively participate in brand development and evaluation ensuring that MBIT's image aligns with its values, effectively communicates its unique offerings, and remains a trusted and influential presence in the community and beyond.

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
By the end of the 2026-2027 school year, MBIT will strengthen its connection with MBIT Alumni by fostering an engaged alumni network to actively support the MBIT mission, share success stories, and continuously contribute to the ongoing development and success of current students.		
Measurable Goal Nickname (35 Character Max)		
Alumni Network		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of the 202024-school year, MBIT will strengthen its connection with MBIT Alumni by fostering an engaged alumni network to actively support the MBIT mission, share success stories, and continuously contribute to the ongoing development and success of current students.	By the end of the 2025-2026 school year, MBIT will strengthen its connection with MBIT Alumni by fostering an engaged alumni network to actively support the MBIT mission, share success stories, and continuously contribute to the ongoing development and success of current students.	By the end of the 2026-2027 school year, MBIT will strengthen its connection with MBIT Alumni by fostering an engaged alumni network to actively support the MBIT mission, share success stories, and continuously contribute to the ongoing development and success of current students.

Priority: If MBIT effectively recruits diverse, high-quality CTE staff and faculty, then to maintain and advance CTE offerings in line with industry standards, and implements an effective equipment replacement program for innovation and industry alignment then we will create an exceptional educational setting that elevates the standard of instruction and also ensures its learners are well-prepared for success in rapidly evolving high-priority industries.

Outcome Category
Essential Practices 4: Foster Quality Professional Learning

Measurable Goal Statement (Smart Goal)		
By the end of the 2026-2027 school year, MBIT will strengthen a supportive and dynamic environment that attracts, develops, and retains diverse, high-quality CTE educators, ensuring a consistently elevated standard of instruction and preparing students for success in high priority occupations.		
Measurable Goal Nickname (35 Character Max)		
Recruitment and Retention of High Quality CTE Educators		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of the 2024-2025 school year, MBIT will strengthen a supportive and dynamic environment that attracts, develops, and retains high-quality CTE educators, ensuring a consistently elevated standard of instruction and preparing students for success in high priority occupations.	By the end of the 2025-2026 school year, MBIT will strengthen a supportive and dynamic environment that attracts, develops, and retains high-quality CTE educators, ensuring a consistently elevated standard of instruction and preparing students for success in high priority occupations.	By the end of the 2026-2027 school year, MBIT will strengthen a supportive and dynamic environment that attracts, develops, and retains diverse, high-quality CTE educators, ensuring a consistently elevated standard of instruction and preparing students for success in high priority occupations.

Action Plan

Measurable Goals

Comprehensive Assessment and Capital Planning	High Quality CTE Programming
Innovative and Industry Aligned Equipment	Positive Perception of MBIT
Brand Development	Alumni Network
Recruitment and Retention of High Quality CTE Educators	

Action Plan For: Recruit and retain diverse, high-quality CTE educators.

Measurable Goals:
- By the end of the 2026-2027 school year, MBIT will strengthen a supportive and dynamic environment that attracts, develops, and retains diverse, high-quality CTE educators, ensuring a consistently elevated standard of instruction and preparing students for success in high priority occupations.

Action Step		Anticipated Start/Completion Date	
Recruit and retain diverse, high-quality CTE educators.		2024-09-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Director/CTE Supervisor/Human Resources Coordinator	Supportive New Teacher Induction Program, collaborative partnerships with local colleges and universities, ongoing professional development opportunities, peer mentors, and effective marketing materials.	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Foster a culture of continuous learning and development among CTE educators ensuring relevant, individualized professional development through the revision of the Professional Development Plan.		2024-09-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Administrative Director/Assistant Administrative Director/CTE Supervisor	Access to conferences, workshops, and professional development opportunities and opportunities for collaboration among peers.	No	No
Action Step		**Anticipated Start/Completion Date**	
Revise the New Teacher Induction Plan to provide ongoing support and professional development to new teachers in an effort to increase instructional effectiveness and educator retention.		2024-09-01	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com**

			Step?
Assistant Administrative Director and CTE Supervisor	None	No	No

Action Step		Anticipated Start/Completion Date	
Empower educators with the knowledge and skills necessary to integrate technology into their instruction.		2024-09-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Administrative Director and CTE Supervisor	Professional development workshops and trainings, collaborative platforms, technology specialists, and adequate infrastructure.	Yes	No

Action Step		Anticipated Start/Completion Date	
Contribute to the CTE educator/leadership pipeline by providing MBIT's CTE educators with opportunities to develop their own leadership skills and advance in their careers.		2024-09-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Administrative Director/Assistant Administrative Director/CTE Supervisor	Collaborative relationships with local colleges and universities.	No	No

Action Step		Anticipated Start/Completion Date	
Recognize and celebrate the accomplishments and contributions of MBIT's educators to increase job satisfaction and retention.		2024-09-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Administrative Director/Assistant Administrative Director/CTE Supervisor	None	No	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
If MBIT successfully strengthens its environment for CTE educators, the school is likely to attract, develop and retain high-quality educators, fostering a skilled teaching staff. This would contribute to elevated standards of instruction, pedagogy, and curriculum development. Graduates will also be better equipped to enter high-priority occupations.	The Administrative Team at MBIT including the Human Resources Coordinator will gather feedback annually from staff through annual surveys measuring job satisfaction, perceived support, and the effectiveness of professional development initiatives. The Building Leadership Team, composed of teachers, administrators, and support staff will also meet monthly to provide feedback on initiatives. MBIT will also track retention rates, professional development participation, and student

	achievement through the attainment of industry credentials and NOCTI scores. Administrators will conduct formal observations and informal walk-throughs focusing on instructional strategies and curriculum.

Action Plan For: High Quality Curriculum

Measurable Goals:
• By the end of the 2026-2027 school year MBIT will establish a responsive framework that aims to consistently maintain high-quality CTE offerings that align with current industry standards but also proactively position itself to meet the evolving needs of the workforce.

Action Step		Anticipated Start/Completion Date	
Implement a curriculum review cycle that includes evolving curriculum and equipment to remain aligned with industry standards, but also seeks to innovate towards the future.		2024-09-01	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Administrative Director/Assistant Administrative Director/CTE Supervisor	Strong OAC relationships, industry partnerships, and diversified funding.	No	No
Action Step		**Anticipated Start/Completion Date**	
Foster and maintain strong relationships with business and industry to gain real-world insights and ensure MBIT's programming is meeting local workforce needs.		2024-09-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Administrative Director/Assistant Administrative Director/CTE Supervisor/Program Teachers, Work-Based Education Coordinators	Strong OAC relationships, industry partnerships	No	Yes
Action Step		**Anticipated Start/Completion Date**	
Utilize local, state, and national workforce data and workforce development departments to identify programmatic areas in which MBIT can contribute directly to the workforce through aligned programming.		2024-09-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Administrative Director/Assistant Administrative Director/CTE Supervisor	Local, state and national workforce data, collaborative relationships with the Bucks County Workforce Development Board, strong OAC relationships.	No	No

Action Step		Anticipated Start/Completion Date	
Integrate 21st century workforce skill development for students.		2024-09-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Program Teachers and Work-Based Education Coordinators	SkillsUSA resources, industry partnerships, access to work-based learning opportunities.	Yes	No
Action Step		**Anticipated Start/Completion Date**	
MBIT will develop a system to regularly review industry certifications and credentialing opportunities associated with CTE programs.		2024-09-01	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Administrative Director/Assistant Administrative Director/CTE Supervisor	Strong OAC relationships and industry partners.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
MBIT's program offerings will align with local, state, and national workforce needs while allowing for swift adaptation of curriculum to align with the emerging needs of industry. Student attainment of industry-recognized credentials and achievement on industry-recognized exams will likely increase as well as post-graduate employment rates and/or post-secondary attendance rates.	The Administrative Team, the Building Leadership Team, the program teachers, and the OAC's will be responsible for monitoring and evaluation through annual surveys, bi-annual OAC meetings, and monthly Building Leadership Team meetings. The Administrative Team will also analyze student attainment data to evaluate.

Action Plan For: Innovative and Industry Aligned Equipment

Measurable Goals:
• By the end of the 2026-2027 school year MBIT will implement an effective equipment replacement program aimed at fostering innovation and industry alignment to meet the evolving standards of diverse industries.

Action Step	Anticipated Start/Completion Date	
MBIT will conduct a thorough review and inventory of existing CTE equipment across all programs and categorize based on age, functionality, and alignment with industry standards in collaboration with the Occupational Advisory Committees.	2025-09-01	2026-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Administrative Director/CTE Supervisor/ Facilities Manager/ Program Teacher	Time provided to staff/administration necessary to complete inventory, feedback mechanisms, funding for potential repairs and/or outdated equipment.	No	No

Action Step	Anticipated Start/Completion Date	
Collaborate with the Occupational Advisory Committees to identify emerging trends, equipment requirements within the industries.	2024-09-01	2027-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Administrative Director/CTE Supervisor/Program Teachers	OAC documentation tools.	No	Yes

Action Step	Anticipated Start/Completion Date	
Explore innovative funding strategies including but not limited to grants, industry partnerships, and budget reallocations.	2024-09-01	2027-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrative Director, Business Manager	Access to grant applications, local workforce data, and strategic planning resources in collaboration with sending school business administrators.	No	No

Action Step	Anticipated Start/Completion Date	
Ensure effective and immediate professional development for CTE educators when new equipment is acquired ensuring educators are proficient in the use of the new equipment.	2024-09-01	2027-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Administrative Director	Vendor relationships, access to professional development opportunities, workshops, and trainings, certification programs, equipment manuals and on-site support.	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
MBIT will experience updated infrastructure, fostering innovation, industry-aligned skills, strategic partnerships, improved learning experiences, enhanced institutional reputation, and potential cost efficiencies, all contributing to meeting evolving standards in diverse industries by 2026-2027.	Administration, program teachers and staff, OAC members, and LAC members will all be responsible for monitoring annually. Data will be collected through student achievement, industry partnerships, and work-based education experiences.

Action Plan For: Education and Awareness

Measurable Goals:

- By the end of the 2026-2027 school year, MBIT will Implement strategic initiatives that engage stakeholders, highlight our programs, foster a positive perception of MBIT locally, state-wide, and nationally.

Action Step		Anticipated Start/Completion Date	
MBIT will cultivate a team of enthusiastic student ambassadors to serve as advocates for MBIT, engaging with various stakeholders to enhance awareness and foster a positive perception of the school.		2024-09-01	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Perkins-Funded School Counselor/Public Relations and Community Engagement Coordinator	Training and leadership development resources, transportation to and from recruitment events, recognition for student ambassadors, and branding resources.	No	No
Action Step		**Anticipated Start/Completion Date**	
MBIT will develop and execute an inclusive Parent Forum, aimed at fostering transparent communication, engagement, and collaboration between parents, educators, and the school community strengthening the overall partnership between parents and MBIT.		2024-09-01	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Public Relations and Community Engagement Coordinator	Effective technology, multilingual resources, and accessibility considerations.	No	Yes
Action Step		**Anticipated Start/Completion Date**	
MBIT will seek to forge strategic partnerships with businesses and industry as well as educational institutions to amplify MBIT's reach and reputation.		2024-09-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Administrative Director/Assistant Administrative Director/Public Relations and Community Engagement Coordinator	Marketing materials and brand development resources.	No	Yes
Action Step		**Anticipated Start/Completion Date**	
Identify innovative marketing strategies that strategically target all stakeholders with diverse and consistent messaging.		2024-09-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Public Relations and Community Engagement	Market research and content creation tools, professional development	Yes	No

Coordinator	opportunities, public relations resources, multilingual resources and innovative technologies.		

Action Step		Anticipated Start/Completion Date	
Leverage digital platforms to enhance MBIT's visibility and create a positive online presence for MBIT.		2024-09-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Public Relations and Community Engagement Coordinator	Market research and content creation tools, professional development opportunities, public relations resources, multilingual resources and innovative technologies.	Yes	Yes

Action Step		Anticipated Start/Completion Date	
Position MBIT as an industry leader within CTE by presenting at or developing and hosting professional development workshops and seminars.		2024-09-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Administrative Team/Public Relations and Community Engagement Coordinator	Presentation tools and materials, budget for travel and attendance, support for teachers and staff seeking to present, follow-up strategies and accessibility considerations.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased stakeholder engagement, positive public perception locally, state-wide, and nationally, enhanced visibility of programs, growth in enrollment, strengthened industry partnerships, recognition through awards, positive media coverage, alumni and community support, expanded networking opportunities, and heightened interest, contributing to a positive impact on MBIT's overall reputation and success.	MBIT Administration will conduct annual surveys, feedback forms, and analytics. Annual evaluations will assess initiative effectiveness, adjusting strategies as needed to gauge stakeholder engagement, program visibility, and positive perceptions locally, state-wide, and nationally. MBIT will also review data related to enrollment.

Action Plan For: Brand Development

Measurable Goals:
• By the end of the 2026-2027 school year, MBIT will actively participate in brand development and evaluation ensuring that MBIT's image aligns with its values, effectively communicates its unique offerings, and remains a trusted and influential presence in the community and beyond.

Action Step		Anticipated Start/Completion Date	
MBIT will conduct a comprehensive brand audit to assess the current perception of MBIT and identify areas for improvement.		2025-09-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrative Director/Public Relations and Community Engagement Coordinator	Focus group participants and materials, social media and website analytics, brand perception metrics, time and personnel.	No	No
Action Step		Anticipated Start/Completion Date	
MBIT will collaborate with key stakeholders to define and refine MBIT's brand identity, ensuring alignment with the organization's mission, values, and strategic goals.		2025-09-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrative Director/Public Relations and Community Engagement Coordinator	Focus group participants and materials, social media and website analytics, brand perception metrics, time and personnel.	No	Yes
Action Step		Anticipated Start/Completion Date	
MBIT will develop compelling and consistent messaging that effectively communicates MBIT's values.		2024-09-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Public Relations and Community Engagement Coordinator	Professional development, messaging strategy, stakeholder input, social media analytics, public relations resources.	No	No
Action Step		Anticipated Start/Completion Date	
Empower students to actively contribute to MBIT's brand development by including their perspectives and experiences.		2024-09-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrative Team/Public Relations and Community Engagement Coordinator	Student surveys, student ambassadors, feedback mechanisms, curriculum integration, Media Associates	No	Yes
Action Step		Anticipated Start/Completion Date	
Regularly assess MBIT's brand perception through a variety of qualitative and quantitative methods.		2024-09-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Public Relations and Community Engagement Coordinator	Feedback mechanisms, website and social media analytics.	No	No
Action Step		Anticipated Start/Completion Date	
Remain informed about industry trends and branding strategies including shifts in the educational landscape to continuously refine MBIT's brand positioning.		2024-09-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Public Relations and Community Engagement	Market research, social media and website analytics and research, feedback	No	No

Coordinator	mechanisms.		

Action Step		Anticipated Start/Completion Date	
Develop and implement a comprehensive communication plan that strategically conveys MBIT's messaging to its diverse stakeholders.		2024-09-01	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Public Relations and Community Engagement Coordinator	Time and personnel, budget allocation, stakeholder input, analytics tools, communication calendar.	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Aligned brand image reflecting values, enhanced communication of unique offerings, increased community trust, positive influence, improved stakeholder engagement, and sustained relevance, solidifying MBIT as a respected educational institution locally and beyond.	MBIT will monitor this goal annually through surveys, focus groups, and stakeholder input as well as enrollment data.

Action Plan For: Alumni Network

Measurable Goals:
• By the end of the 2026-2027 school year, MBIT will strengthen its connection with MBIT Alumni by fostering an engaged alumni network to actively support the MBIT mission, share success stories, and continuously contribute to the ongoing development and success of current students.

Action Step		Anticipated Start/Completion Date	
MBIT will seek to create a formal alumni association to provide a structured platform for alumni engagement.		2025-09-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Public Relations and Community Engagement Coordinator	Alumni database, outreach and communication tools.	No	Yes
Action Step		**Anticipated Start/Completion Date**	
MBIT will seek to harness the power of MBIT's alumni as advocates for the school and serve as evidence of the long-term impact and success of the organization.		2025-09-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Public Relations and Community Engagement Coordinator	Alumni success stories and communications, communication and outreach tools, social media platforms, networking opportunities, time and personnel.	No	No
Action Step		**Anticipated**	

		Start/Completion Date	
MBIT will seek to maintain consistent and transparent communication with alumni to keep them informed and engaged.		2024-09-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Public Relations and Community Engagement Coordinator	Communication and outreach tools, social media platforms, time and personnel.	No	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
MBIT may experience a robust alumni network actively engaged in supporting the school's mission. Expectations involve increased alumni involvement, regular sharing of success stories, mentorship programs, enhanced contributions to student development, and a strengthened sense of community pride and support for MBIT's ongoing success.	MBIT will monitor the goal quarterly using surveys, alumni events attendance, and engagement metrics on communication platforms. Annual assessments will gauge alumni network growth, success story sharing, and contributions

Action Plan For: Comprehensive Needs Assessment

Measurable Goals:
• By the end of the 2026-2027 school year, MBIT will conduct a comprehensive assessment a of the current infrastructure and develop a long-term capital plan to guide investments and improvements of the physical plant in order to meet the current and future needs educational needs.

Action Step		**Anticipated Start/Completion Date**	
Conduct a comprehensive needs assessment involving educators, students, parents, administrators, and other stakeholders.		2025-09-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Facilities Manager	Focus group materials and participants, budget allocation, stakeholder input and participation.	No	Yes
Action Step		**Anticipated Start/Completion Date**	
Utilizing the findings from the infrastructure assessment and needs assessment, MBIT will evaluate classroom layouts, technology infrastructure, and overall functionality to identify areas that require attention and can be optimized for future needs.		2025-09-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Facilities Manager and IT Staff	Budget allocation, facilities assessment team, time and personnel.	No	No
Action Step		**Anticipated Start/Completion Date**	
Implement regular facility audits to evaluate the efficiency and effectiveness of optimizations.		2024-09-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**

Facilities Manager	Time and personnel, audit resources and materials, stakeholder input.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
MBIT will develop a comprehensive long-term capital plan aligning with educational needs, prioritized investments, upgraded facilities, enhanced learning environments, and a sustainable framework supporting evolving educational requirements for the benefit of students, educators, and the community.	MBIT will monitor the goal quarterly through site inspections, stakeholder feedback, and financial assessments. Annual reviews will assess progress in infrastructure assessment, investment alignment with needs, and the development of the long-term capital plan, ensuring adaptability to evolving educational landscape.

Action Plan For: Long Term Capital Plan

Measurable Goals:
• By the end of the 2026-2027 school year, MBIT will conduct a comprehensive assessment a of the current infrastructure and develop a long-term capital plan to guide investments and improvements of the physical plant in order to meet the current and future needs educational needs.

Action Step		Anticipated Start/Completion Date	
MBIT's business manager will collaborate with the business managers at MBIT's sending school districts to establish a prioritized budget for capital improvements based on the urgency, impact, and strategic importance of identified projects.		2025-09-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Business Manager	Stakeholder input, budget projections, funding for capital projects.	No	Yes
Action Step		**Anticipated Start/Completion Date**	
MBIT will seek to explore various funding opportunities including, but not limited to, grants, bonds, industry partnerships, and community fundraising in an effort to develop a diversified funding strategy.		2024-09-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Business Manager	Stakeholder input, budget projections, legal and compliance expertise, industry partnerships.	No	No
Action Step		**Anticipated Start/Completion Date**	
MBIT will develop a system for regular review allowing for adaptability and updates based on changing educational needs, emerging technologies, and community feedback.		2026-09-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Facilities Manager	Educational trend research, Building Leadership Team, budget allocation for projected updates.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
MBIT's outputs would include a detailed infrastructure assessment report, a strategic long-term capital plan with budget estimates and timelines, a technology integration strategy, stakeholder engagement documentation, a communication plan, and frameworks for risk analysis and continuous improvement.	Quarterly reviews to monitor progress by the administrative team.

Action Plan For: Comprehensive Assessment Development

Measurable Goals:
• By the end of the 2026-2027 school year, MBIT will conduct a comprehensive assessment a of the current infrastructure and develop a long-term capital plan to guide investments and improvements of the physical plant in order to meet the current and future needs educational needs.

Action Step			Anticipated Start/Completion Date	
Define the scope and objective of the assessment including the identification of key areas of focus while considering the feedback from staff, educators, and facility management personnel.			2024-09-01	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**		**PD Step?**	**Com Step?**
Facilities Manager	Stakeholder input and engagement, facility management reports, access to budgetary information and forecasts, legal and compliance resources.		No	No
Action Step			**Anticipated Start/Completion Date**	
Hire qualified facility management assessors to conduct comprehensive infrastructure assessment and ensure an unbiased and thorough assessment.			2024-09-01	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**		**PD Step?**	**Com Step?**
Business Manager/Facilities Manage	Requests for proposals, budget allocation, timeline for assessment, legal and compliance resources.		No	No
Action Step			**Anticipated Start/Completion Date**	
Utilize findings to develop a comprehensive report highlighting the findings, prioritized recommendations, and estimated costs.			2025-09-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**		**PD Step?**	**Com Step?**
Business Manager/Facilities Manage	Assessment findings report, stakeholder and expert input, budget forecasting and allocation.		No	Yes
Action Step			**Anticipated Start/Completion Date**	
Develop a proactive maintenance plan based on the findings of the assessment which outlines regular inspection and preventative			2026-06-01	2027-06-30

maintenance schedules.

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Facilities Manager	Maintenance planning software, assessment findings report, preventative maintenance procedures, budget forecasting and allocation.	No	No

Action Step	Anticipated Start/Completion Date	
Utilize maintenance management software for efficient and accurate tracking and scheduling.	2024-09-01	2027-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Facilities Manager	Maintenance management software, training and professional development, backup and recovery plan, and access to software vendor support.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
MBIT can expect a detailed infrastructure assessment report, a strategic long-term capital plan with budget estimates, technology integration strategies, stakeholder engagement documentation, and clear communication plans.	Administrative team will conduct quarterly reviews.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Recruit and retain diverse, high-quality CTE educators.	Recruit and retain diverse, high-quality CTE educators.
Recruit and retain diverse, high-quality CTE educators.	Empower educators with the knowledge and skills necessary to integrate technology into their instruction.
High Quality Curriculum	Integrate 21st century workforce skill development for students.
Innovative and Industry Aligned Equipment	Ensure effective and immediate professional development for CTE educators when new equipment is acquired ensuring educators are proficient in the use of the new equipment.
Education and Awareness	Identify innovative marketing strategies that strategically target all stakeholders with diverse and consistent messaging.
Education and Awareness	Leverage digital platforms to enhance MBIT's visibility and create a positive online presence for MBIT.

Educational Technology

Action Step		
• Empower educators with the knowledge and skills necessary to integrate technology into their instruction.		
Audience		
Teachers, student services, instructional assistants.		
Topics to be Included		
Clear Touch Interactive Boards Google Classroom Artificial Intelligence Microsoft Presentation software		
Evidence of Learning		
Lesson planning, consistent integration of new technological skills into instruction		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Administrative Director	2024-08-19	2027-12-19

Learning Format

Type of Activities	Frequency
Workshop(s)	Weekly professional development sessions (Tech Wednesday), monthly lunch and learn sessions.
Observation and Practice Framework Met in this Plan	
• 3c: Engaging Students in Learning • 1d: Demonstrating Knowledge of Resources • 4e: Growing and Developing Professionally • 1a: Demonstrating Knowledge of Content and Pedagogy • 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Learning Format

Type of Activities	Frequency
Inservice day	Annually
Observation and Practice Framework Met in this Plan	
1e: Designing Coherent Instruction 4e: Growing and Developing Professionally 1d: Demonstrating Knowledge of Resources 3c: Engaging Students in Learning 1a: Demonstrating Knowledge of Content and Pedagogy	
This Step Meets the Requirements of State Required Trainings	

Clear Touch Interactive Boards Training

Action Step		
- Empower educators with the knowledge and skills necessary to integrate technology into their instruction. - Ensure effective and immediate professional development for CTE educators when new equipment is acquired ensuring educators are proficient in the use of the new equipment.		
Audience		
Teachers and Instructional Assistants		
Topics to be Included		
Use and implementation of the Clear Touch Interactive Boards		
Evidence of Learning		
Integration of the interactive boards into daily instruction		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Administrative Director	2024-04-01	2024-09-01

Learning Format

Type of Activities	Frequency
Workshop(s)	One-time training session with Clear Touch vendor
Observation and Practice Framework Met in this Plan	
4d: Participating in a Professional Community 1d: Demonstrating Knowledge of Resources 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly Lunch and Learn sessions
Observation and Practice Framework Met in this Plan	
• 4e: Growing and Developing Professionally • 4d: Participating in a Professional Community • 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	

Attracting and Retaining Diverse, High-Quality CTE Educators

Action Step		
• Recruit and retain diverse, high-quality CTE educators.		
Audience		
Administrative team, Human Resources		
Topics to be Included		
Recruitment Strategies Diversity and Inclusion Mentorship Programs Recognition Cultural Competence		
Evidence of Learning		
Implementation plans Updated recruitment strategies Diversity and inclusion practices		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Human Resources Coordinator	2024-08-19	2027-12-31

Learning Format

Type of Activities	Frequency
Workshop(s)	Annually
Observation and Practice Framework Met in this Plan	
• 4f: Showing Professionalism • 2a: Creating an Environment of Respect and Rapport	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

21st Century Skill Integration

Action Step
• Integrate 21st century workforce skill development for students.
Audience
Teachers, Student Services, Instructional Assistants
Topics to be Included

Overview Curriculum Alignment CTSOs Communication and Collaboration Skills Technology Integration Critical Thinking and Problem-Solving Global Citizenship Creativity and Innovation Entrepreneurship Community and Industry Partnerships Ethical Decision-Making Resilience and Emotional Intelligence Student engagement strategies Continuous learning		
Evidence of Learning		
Lesson planning, student work examples, technology integration artifacts, successful placement of graduates.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Administrative Director	2024-08-19	2027-12-31

Learning Format

Type of Activities	Frequency
Inservice day	Annually
Observation and Practice Framework Met in this Plan	
• 1f: Designing Student Assessments • 3d: Using Assessment in Instruction • 1e: Designing Coherent Instruction • 3c: Engaging Students in Learning • 1b: Demonstrating Knowledge of Students • 2b: Establishing a Culture for Learning • 4a: Reflecting on Teaching • 1d: Demonstrating Knowledge of Resources • 3b: Using Questioning and Discussion Techniques • 1c: Setting Instructional Outcomes • 3a: Communicating with Students • 4e: Growing and Developing Professionally • 1a: Demonstrating Knowledge of Content and Pedagogy • 2a: Creating an Environment of Respect and Rapport • 3e: Demonstrating Flexibility and Responsiveness	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly Lunch and Learn Sessions
Observation and Practice Framework Met in this Plan	
• 1c: Setting Instructional Outcomes • 3a: Communicating with Students • 4e: Growing and Developing Professionally	

- 1e: Designing Coherent Instruction
- 3c: Engaging Students in Learning
- 1f: Designing Student Assessments
- 3d: Using Assessment in Instruction
- 1b: Demonstrating Knowledge of Students
- 2b: Establishing a Culture for Learning
- 4a: Reflecting on Teaching
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 2a: Creating an Environment of Respect and Rapport
- 3e: Demonstrating Flexibility and Responsiveness
- 1d: Demonstrating Knowledge of Resources
- 3b: Using Questioning and Discussion Techniques
- 4d: Participating in a Professional Community

This Step Meets the Requirements of State Required Trainings

Equipment Mastery-Ongoing PD for Upgraded CTE Equipment Integration

Action Step
• Ensure effective and immediate professional development for CTE educators when new equipment is acquired ensuring educators are proficient in the use of the new equipment.

Audience
Teachers, Instructional Assistants, Facility Manager

Topics to be Included
Introduction to new equipment Safety Protocols Equipment Operation Advanced Functions Maintenance and care Troubleshooting Curriculum Integration Optimization Real-World Applications Updates on Equipment Upgrades Access to Additional Resources

Evidence of Learning
Certifications utilizing new equipment Lesson Planning Safety Certifications Integration of Equipment into Instruction

Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Administrative Director	2024-08-19	2027-12-31

Learning Format

Type of Activities	Frequency
Workshop(s)	As needed

Observation and Practice Framework Met in this Plan
• 2e: Organizing Physical Space
• 1e: Designing Coherent Instruction
• 4d: Participating in a Professional Community

• 1d: Demonstrating Knowledge of Resources
• 1a: Demonstrating Knowledge of Content and Pedagogy
• 4e: Growing and Developing Professionally
• 3c: Engaging Students in Learning
This Step Meets the Requirements of State Required Trainings
Common Ground: Culturally Relevant Sustaining Education

Innovative Marketing Strategies for Diverse and Consistent Messaging

Action Step		
• Identify innovative marketing strategies that strategically target all stakeholders with diverse and consistent messaging.		
Audience		
Public Relations and Community Engagement Coordinator, Teachers, Administrative Team		
Topics to be Included		
Branding and Positioning Storytelling Techniques Digital Marketing Trends Social Media Engagement Content Creation Inclusive and Accessible Language Data-Driven Marketing Collaborative Campaigns Measuring Impact Legal and Ethical Considerations Best Practices		
Evidence of Learning		
Increased engagement across platforms.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Administrative Director	2024-08-19	2027-12-31

Learning Format

Type of Activities	Frequency
Conference	Annually
Observation and Practice Framework Met in this Plan	
• 4d: Participating in a Professional Community	
• 3e: Demonstrating Flexibility and Responsiveness	
• 4e: Growing and Developing Professionally	
• 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Learning Format

Type of Activities	Frequency
Seminar(s)	As available
Observation and Practice Framework Met in this Plan	
• 4e: Growing and Developing Professionally	
• 3e: Demonstrating Flexibility and Responsiveness	

• 1d: Demonstrating Knowledge of Resources	
• 4d: Participating in a Professional Community	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Workshop(s)	As available
Observation and Practice Framework Met in this Plan	
• 3e: Demonstrating Flexibility and Responsiveness	
• 4e: Growing and Developing Professionally	
• 4d: Participating in a Professional Community	
• 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	

Digital Visibility: Enhancing MBIT's Online Presence for Positive Impact

Action Step		
• Leverage digital platforms to enhance MBIT's visibility and create a positive online presence for MBIT.		
Audience		
Public Relations and Community Engagement Coordinator, Teachers, Administrative Team		
Topics to be Included		
Digital Marketing Fundamentals Website Optimization Search Engine Optimization Content Creation Engagement Analytics Crisis Communication in Digital Spaces User-Generated Content Interactive Content Digital Crisis Response Plan		
Evidence of Learning		
Optimized and Updated Website Content Creation Portfolio Increased Engagement across Platforms		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Administrative Director	2024-08-01	2027-12-31

Learning Format

Type of Activities	Frequency
Conference	Annually
Observation and Practice Framework Met in this Plan	
• 1d: Demonstrating Knowledge of Resources	
• 3e: Demonstrating Flexibility and Responsiveness	
• 4d: Participating in a Professional Community	
• 4e: Growing and Developing Professionally	

This Step Meets the Requirements of State Required Trainings
Common Ground: Culturally Relevant Sustaining Education

Learning Format

Type of Activities	Frequency
Seminar(s)	As Available
Observation and Practice Framework Met in this Plan	
• 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally • 1d: Demonstrating Knowledge of Resources • 3e: Demonstrating Flexibility and Responsiveness	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Workshop(s)	As available
Observation and Practice Framework Met in this Plan	
• 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally • 1d: Demonstrating Knowledge of Resources • 3e: Demonstrating Flexibility and Responsiveness	
This Step Meets the Requirements of State Required Trainings	

Enhancing Literacy and Language Acquisition in CTE

Action Step
• Recruit and retain diverse, high-quality CTE educators. • Empower educators with the knowledge and skills necessary to integrate technology into their instruction. • Integrate 21st century workforce skill development for students.
Audience
Special Education Teachers
Topics to be Included
Literacy and Language Integration in CTE Technical Vocabulary Building Reading Comprehension Strategies Technical Writing Proficiency Interactive Language Learning Tools Assessment Strategies
Evidence of Learning
Lesson Plans Vocabulary Building Plans Technical Writing Samples Integration of Language Learning Tools

Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Administrative Director	2024-08-01	2027-12-31

Learning Format

Type of Activities	Frequency
Inservice day	Annually
Observation and Practice Framework Met in this Plan	
• 3d: Using Assessment in Instruction • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 1d: Demonstrating Knowledge of Resources • 1a: Demonstrating Knowledge of Content and Pedagogy • 3e: Demonstrating Flexibility and Responsiveness	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Recruit and retain diverse, high-quality CTE educators.	Recognize and celebrate the accomplishments and contributions of MBIT's educators to increase job satisfaction and retention.
High Quality Curriculum	Foster and maintain strong relationships with business and industry to gain real-world insights and ensure MBIT's programming is meeting local workforce needs.
Innovative and Industry Aligned Equipment	Collaborate with the Occupational Advisory Committees to identify emerging trends, equipment requirements within the industries.
Education and Awareness	MBIT will develop and execute an inclusive Parent Forum, aimed at fostering transparent communication, engagement, and collaboration between parents, educators, and the school community strengthening the overall partnership between parents and MBIT.
Education and Awareness	MBIT will seek to forge strategic partnerships with businesses and industry as well as educational institutions to amplify MBIT's reach and reputation.
Education and Awareness	Leverage digital platforms to enhance MBIT's visibility and create a positive online presence for MBIT.
Brand Development	MBIT will collaborate with key stakeholders to define and refine MBIT's brand identity, ensuring alignment with the organization's mission, values, and strategic goals.
Brand Development	Empower students to actively contribute to MBIT's brand development by including their perspectives and experiences.
Brand Development	Develop and implement a comprehensive communication plan that strategically conveys MBIT's messaging to its diverse stakeholders.
Alumni Network	MBIT will seek to create a formal alumni association to provide a structured platform for alumni engagement.
Alumni Network	MBIT will seek to maintain consistent and transparent communication with alumni to keep them informed and engaged.
Comprehensive Needs Assessment	Conduct a comprehensive needs assessment involving educators, students, parents, administrators, and other stakeholders.
Long Term Capital Plan	MBIT's business manager will collaborate with the business managers at MBIT's sending school districts to establish a prioritized budget for capital improvements based on the urgency, impact, and strategic importance of identified projects.
Comprehensive Assessment Development	Utilize findings to develop a comprehensive report highlighting the findings, prioritized recommendations, and estimated costs.

Honoring Excellence at MBIT

Action Step
• Recognize and celebrate the accomplishments and contributions of MBIT's educators to increase job satisfaction and retention.   • Foster and maintain strong relationships with business and industry to gain real-world insights and ensure MBIT's programming is meeting local workforce needs.   • Collaborate with the Occupational Advisory Committees to identify emerging trends, equipment requirements within the industries.   • MBIT will develop and execute an inclusive Parent Forum, aimed at fostering transparent communication, engagement, and collaboration between parents,

	educators, and the school community strengthening the overall partnership between parents and MBIT.
•	MBIT will seek to forge strategic partnerships with businesses and industry as well as educational institutions to amplify MBIT's reach and reputation.
•	Leverage digital platforms to enhance MBIT's visibility and create a positive online presence for MBIT.
•	MBIT will collaborate with key stakeholders to define and refine MBIT's brand identity, ensuring alignment with the organization's mission, values, and strategic goals.
•	Empower students to actively contribute to MBIT's brand development by including their perspectives and experiences.
•	Develop and implement a comprehensive communication plan that strategically conveys MBIT's messaging to its diverse stakeholders.
•	MBIT will seek to create a formal alumni association to provide a structured platform for alumni engagement.
•	MBIT will seek to maintain consistent and transparent communication with alumni to keep them informed and engaged.
•	Conduct a comprehensive needs assessment involving educators, students, parents, administrators, and other stakeholders.
•	Utilize findings to develop a comprehensive report highlighting the findings, prioritized recommendations, and estimated costs.
•	MBIT's business manager will collaborate with the business managers at MBIT's sending school districts to establish a prioritized budget for capital improvements based on the urgency, impact, and strategic importance of identified projects.
•	MBIT's business manager will collaborate with the business managers at MBIT's sending school districts to establish a prioritized budget for capital improvements based on the urgency, impact, and strategic importance of identified projects.

Audience

Administration, Executive Council, Sending School Districts, Business and Industry, Students, Teachers and Staff, Community Organizations, Parents and Families

Topics to be Included

Personalized Recognition Celebration of Milestones Professional Development Achievements Educator Spotlights

Lead Person/Position	Anticipated Start	Anticipated Completion
Administrative Director		

Communication

Type of Communication	Frequency
Email	As needed

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Newsletter	Monthly

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Type of Communication	Frequency
Newsletter	Monthly

Strengthening Partnerships for Relevant Education at MBIT

Action Step
• Recognize and celebrate the accomplishments and contributions of MBIT's educators to increase job satisfaction and retention.
• Foster and maintain strong relationships with business and industry to gain real-world insights and ensure MBIT's programming is meeting local workforce needs.
• Collaborate with the Occupational Advisory Committees to identify emerging trends, equipment requirements within the industries.
• MBIT will develop and execute an inclusive Parent Forum, aimed at fostering transparent communication, engagement, and collaboration between parents, educators, and the school community strengthening the overall partnership between parents and MBIT.
• MBIT will seek to forge strategic partnerships with businesses and industry as well as educational institutions to amplify MBIT's reach and reputation.
• Leverage digital platforms to enhance MBIT's visibility and create a positive online presence for MBIT.
• MBIT will collaborate with key stakeholders to define and refine MBIT's brand identity, ensuring alignment with the organization's mission, values, and strategic goals.
• Empower students to actively contribute to MBIT's brand development by including their perspectives and experiences.
• Develop and implement a comprehensive communication plan that strategically conveys MBIT's messaging to its diverse stakeholders.
• MBIT will seek to create a formal alumni association to provide a structured platform for alumni engagement.
• MBIT will seek to maintain consistent and transparent communication with alumni to keep them informed and engaged.
• Conduct a comprehensive needs assessment involving educators, students, parents, administrators, and other stakeholders.
• Utilize findings to develop a comprehensive report highlighting the findings, prioritized recommendations, and estimated costs.
• MBIT's business manager will collaborate with the business managers at MBIT's sending school districts to establish a prioritized budget for capital improvements based on the urgency, impact, and strategic importance of identified projects.
• MBIT's business manager will collaborate with the business managers at MBIT's sending school districts to establish a prioritized budget for capital improvements based on the urgency, impact, and strategic importance of identified projects.

Audience		
Administration, Executive Council, Sending School Districts, Business and Industry, Students, Teachers and Staff, Community Organizations, Parents and Families		
Topics to be Included		
Strategic Partnerships Industry Landscape Success Stories from Past Partnerships Alignment with Curriculum Showcasing Industry-Relevant Initiatives		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Administrative Director	2024-08-01	2027-12-31

Communication

Type of Communication	Frequency
Email	As needed

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Type of Communication	Frequency
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Exploration of Emerging Trends and Equipment Needs in Industry

Action Step
- Recognize and celebrate the accomplishments and contributions of MBIT's educators to increase job satisfaction and retention.   - Foster and maintain strong relationships with business and industry to gain real-world insights and ensure MBIT's programming is meeting local workforce needs.   - Collaborate with the Occupational Advisory Committees to identify emerging trends, equipment requirements within the industries.   - MBIT will develop and execute an inclusive Parent Forum, aimed at fostering transparent communication, engagement, and collaboration between parents, educators, and the school community strengthening the overall partnership between parents and MBIT.   - MBIT will seek to forge strategic partnerships with businesses and industry as well as educational institutions to amplify MBIT's reach and reputation.   - Leverage digital platforms to enhance MBIT's visibility and create a positive online presence for MBIT.   - MBIT will collaborate with key stakeholders to define and refine MBIT's brand identity, ensuring alignment with the organization's mission, values, and strategic goals.   - Empower students to actively contribute to MBIT's brand development by including their perspectives and experiences.   - Develop and implement a comprehensive communication plan that strategically conveys MBIT's messaging to its diverse stakeholders.   - MBIT will seek to create a formal alumni association to provide a structured platform for alumni engagement.   - MBIT will seek to maintain consistent and transparent communication with alumni to keep them informed and engaged.   - Conduct a comprehensive needs assessment involving educators, students, parents, administrators, and other stakeholders.   - Utilize findings to develop a comprehensive report highlighting the findings, prioritized recommendations, and estimated costs.   - MBIT's business manager will collaborate with the business managers at MBIT's sending school districts to establish a prioritized budget for capital improvements based on the urgency, impact, and strategic importance of identified projects.   - MBIT's business manager will collaborate with the business managers at MBIT's sending school districts to establish a prioritized budget for capital improvements based on the urgency, impact, and strategic importance of identified projects.

Audience
Administration, Executive Council, Sending School Districts, Business and Industry, Students, Teachers and Staff, Community Organizations, Parents and Families

Topics to be Included
Strategic Partnerships Industry Landscape Success Stories from Past Partnerships Alignment with Curriculum Showcasing Industry-Relevant Initiatives

Lead Person/Position	Anticipated Start	Anticipated Completion
Administrative Director	2024-08-01	2027-12-31

Communication

Type of Communication	Frequency
Email	As needed

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Newsletter	Monthly

Parent Partnerships: Fostering Transparency, Engagement, and Collaboration at MBIT

Action Step
• Recognize and celebrate the accomplishments and contributions of MBIT's educators to increase job satisfaction and retention. • Foster and maintain strong relationships with business and industry to gain real-world insights and ensure MBIT's programming is meeting local workforce needs. • Collaborate with the Occupational Advisory Committees to identify emerging trends, equipment requirements within the industries. • MBIT will develop and execute an inclusive Parent Forum, aimed at fostering transparent communication, engagement, and collaboration between parents, educators, and the school community strengthening the overall partnership between parents and MBIT. • MBIT will seek to forge strategic partnerships with businesses and industry as well as educational institutions to amplify MBIT's reach and reputation. • Leverage digital platforms to enhance MBIT's visibility and create a positive online presence for MBIT. • MBIT will collaborate with key stakeholders to define and refine MBIT's brand identity, ensuring alignment with the organization's mission, values, and strategic goals. • Empower students to actively contribute to MBIT's brand development by including their perspectives and experiences. • Develop and implement a comprehensive communication plan that strategically conveys MBIT's messaging to its diverse stakeholders.

- • MBIT will seek to create a formal alumni association to provide a structured platform for alumni engagement.
- • MBIT will seek to maintain consistent and transparent communication with alumni to keep them informed and engaged.
- • Conduct a comprehensive needs assessment involving educators, students, parents, administrators, and other stakeholders.
- • Utilize findings to develop a comprehensive report highlighting the findings, prioritized recommendations, and estimated costs.
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Audience

Administration, Executive Council, Sending School Districts, Business and Industry, Students, Teachers and Staff, Community Organizations, Parents and Families

Topics to be Included

Strategic Partnerships Industry Landscape Success Stories from Past Partnerships Alignment with Curriculum Showcasing Industry-Relevant Initiatives

Lead Person/Position	Anticipated Start	Anticipated Completion
Administrative Director	2024-08-01	2027-12-31

Communication

Type of Communication	Frequency
Email	As needed

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Elevating MBIT's Reach and Reputation through Industry Partnerships

Action Step
• Recognize and celebrate the accomplishments and contributions of MBIT's educators to increase job satisfaction and retention. • Foster and maintain strong relationships with business and industry to gain real-world insights and ensure MBIT's programming is meeting local workforce needs. • Collaborate with the Occupational Advisory Committees to identify emerging trends, equipment requirements within the industries. • MBIT will develop and execute an inclusive Parent Forum, aimed at fostering transparent communication, engagement, and collaboration between parents, educators, and the school community strengthening the overall partnership between parents and MBIT. • MBIT will seek to forge strategic partnerships with businesses and industry as well as educational institutions to amplify MBIT's reach and reputation. • Leverage digital platforms to enhance MBIT's visibility and create a positive online presence for MBIT. • MBIT will collaborate with key stakeholders to define and refine MBIT's brand identity, ensuring alignment with the organization's mission, values, and strategic goals. • Empower students to actively contribute to MBIT's brand development by including their perspectives and experiences. • Develop and implement a comprehensive communication plan that strategically conveys MBIT's messaging to its diverse stakeholders. • MBIT will seek to create a formal alumni association to provide a structured platform for alumni engagement. • MBIT will seek to maintain consistent and transparent communication with alumni to keep them informed and engaged. • Conduct a comprehensive needs assessment involving educators, students, parents, administrators, and other stakeholders. • Utilize findings to develop a comprehensive report highlighting the findings, prioritized recommendations, and estimated costs. • MBIT's business manager will collaborate with the business managers at MBIT's sending school districts to establish a prioritized budget for capital improvements based on the urgency, impact, and strategic importance of identified projects. • MBIT's business manager will collaborate with the business managers at MBIT's sending school districts to establish a prioritized budget for capital improvements based on the urgency, impact, and strategic importance of identified projects.

Audience
Administration, Executive Council, Sending School Districts, Business and Industry, Students, Teachers and Staff, Community Organizations, Parents and Families

Topics to be Included
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Lead Person/Position	Anticipated Start	Anticipated Completion
Administrative Director	2024-08-01	2027-12-31

Communication

Type of Communication	Frequency
Email	As needed

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Elevating MBIT's Presence in the Digital Realm

Action Step
• Recognize and celebrate the accomplishments and contributions of MBIT's educators to increase job satisfaction and retention. • Foster and maintain strong relationships with business and industry to gain real-world insights and ensure MBIT's programming is meeting local workforce needs. • Collaborate with the Occupational Advisory Committees to identify emerging trends, equipment requirements within the industries.

- MBIT will develop and execute an inclusive Parent Forum, aimed at fostering transparent communication, engagement, and collaboration between parents, educators, and the school community strengthening the overall partnership between parents and MBIT.
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Audience

Administration, Executive Council, Sending School Districts, Business and Industry, Students, Teachers and Staff, Community Organizations, Parents and Families

Topics to be Included

Strategic Partnerships Industry Landscape Success Stories from Past Partnerships Alignment with Curriculum Showcasing Industry-Relevant Initiatives

Lead Person/Position	Anticipated Start	Anticipated Completion
Administrative Director	2024-08-01	2027-12-31

Communication

Type of Communication	Frequency
Email	As needed

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Newsletter	Monthly

Defining MBIT's Identity with Key Stakeholders

Action Step
• Recognize and celebrate the accomplishments and contributions of MBIT's educators to increase job satisfaction and retention.
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Audience		
Administration, Executive Council, Sending School Districts, Business and Industry, Students, Teachers and Staff, Community Organizations, Parents and Families		
Topics to be Included		
Strategic Partnerships Industry Landscape Success Stories from Past Partnerships Alignment with Curriculum Showcasing Industry-Relevant Initiatives		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Administrative Director	2024-08-01	2027-12-31

Communication

Type of Communication	Frequency
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Shaping MBIT's Brand through Student Perspectives

Action Step
- Recognize and celebrate the accomplishments and contributions of MBIT's educators to increase job satisfaction and retention.   - Foster and maintain strong relationships with business and industry to gain real-world insights and ensure MBIT's programming is meeting local workforce needs.   - Collaborate with the Occupational Advisory Committees to identify emerging trends, equipment requirements within the industries.   - MBIT will develop and execute an inclusive Parent Forum, aimed at fostering transparent communication, engagement, and collaboration between parents, educators, and the school community strengthening the overall partnership between parents and MBIT.   - MBIT will seek to forge strategic partnerships with businesses and industry as well as educational institutions to amplify MBIT's reach and reputation.   - Leverage digital platforms to enhance MBIT's visibility and create a positive online presence for MBIT.   - MBIT will collaborate with key stakeholders to define and refine MBIT's brand identity, ensuring alignment with the organization's mission, values, and strategic goals.   - Empower students to actively contribute to MBIT's brand development by including their perspectives and experiences.   - Develop and implement a comprehensive communication plan that strategically conveys MBIT's messaging to its diverse stakeholders.   - MBIT will seek to create a formal alumni association to provide a structured platform for alumni engagement.   - MBIT will seek to maintain consistent and transparent communication with alumni to keep them informed and engaged.   - Conduct a comprehensive needs assessment involving educators, students, parents, administrators, and other stakeholders.   - Utilize findings to develop a comprehensive report highlighting the findings, prioritized recommendations, and estimated costs.   - MBIT's business manager will collaborate with the business managers at MBIT's sending school districts to establish a prioritized budget for capital improvements based on the urgency, impact, and strategic importance of identified projects.   - MBIT's business manager will collaborate with the business managers at MBIT's sending school districts to establish a prioritized budget for capital improvements based on the urgency, impact, and strategic importance of identified projects.
Audience
Administration, Executive Council, Sending School Districts, Business and Industry, Students, Teachers and Staff, Community Organizations, Parents and Families
Topics to be Included
Strategic Partnerships Industry Landscape Success Stories from Past Partnerships Alignment with Curriculum Showcasing Industry-Relevant Initiatives

Lead Person/Position	Anticipated Start	Anticipated Completion
Administrative Director	2024-08-01	2027-12-31

Communication

Type of Communication	Frequency
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Type of Communication	Frequency
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Crafting and Executing MBIT's Strategic Communication Plan

Action Step
• Recognize and celebrate the accomplishments and contributions of MBIT's educators to increase job satisfaction and retention. • Foster and maintain strong relationships with business and industry to gain real-world insights and ensure MBIT's programming is meeting local workforce needs. • Collaborate with the Occupational Advisory Committees to identify emerging trends, equipment requirements within the industries. • MBIT will develop and execute an inclusive Parent Forum, aimed at fostering transparent communication, engagement, and collaboration between parents, educators, and the school community strengthening the overall partnership between parents and MBIT. • MBIT will seek to forge strategic partnerships with businesses and industry as well as educational institutions to amplify MBIT's reach and reputation. • Leverage digital platforms to enhance MBIT's visibility and create a positive online presence for MBIT. • MBIT will collaborate with key stakeholders to define and refine MBIT's brand identity, ensuring alignment with the organization's mission, values, and strategic goals. • Empower students to actively contribute to MBIT's brand development by including their perspectives and experiences. • Develop and implement a comprehensive communication plan that strategically conveys MBIT's messaging to its diverse stakeholders.

- MBIT will seek to create a formal alumni association to provide a structured platform for alumni engagement.
- MBIT will seek to maintain consistent and transparent communication with alumni to keep them informed and engaged.
- Conduct a comprehensive needs assessment involving educators, students, parents, administrators, and other stakeholders.
- Utilize findings to develop a comprehensive report highlighting the findings, prioritized recommendations, and estimated costs.
- MBIT's business manager will collaborate with the business managers at MBIT's sending school districts to establish a prioritized budget for capital improvements based on the urgency, impact, and strategic importance of identified projects.
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Audience

Administration, Executive Council, Sending School Districts, Business and Industry, Students, Teachers and Staff, Community Organizations, Parents and Families

Topics to be Included

Strategic Partnerships Industry Landscape Success Stories from Past Partnerships Alignment with Curriculum Showcasing Industry-Relevant Initiatives

Lead Person/Position	Anticipated Start	Anticipated Completion
Administrative Director	2024-08-01	2027-12-31

Communication

Type of Communication	Frequency
Email	As needed

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Type of Communication	Frequency
Newsletter	Monthly

Launching MBIT's Formal Alumni Association

Action Step
• Recognize and celebrate the accomplishments and contributions of MBIT's educators to increase job satisfaction and retention.
• Foster and maintain strong relationships with business and industry to gain real-world insights and ensure MBIT's programming is meeting local workforce needs.
• Collaborate with the Occupational Advisory Committees to identify emerging trends, equipment requirements within the industries.
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• Empower students to actively contribute to MBIT's brand development by including their perspectives and experiences.
• Develop and implement a comprehensive communication plan that strategically conveys MBIT's messaging to its diverse stakeholders.
• MBIT will seek to create a formal alumni association to provide a structured platform for alumni engagement.
• MBIT will seek to maintain consistent and transparent communication with alumni to keep them informed and engaged.
• Conduct a comprehensive needs assessment involving educators, students, parents, administrators, and other stakeholders.
• Utilize findings to develop a comprehensive report highlighting the findings, prioritized recommendations, and estimated costs.
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Audience
Administration, Executive Council, Sending School Districts, Business and Industry, Students, Teachers and Staff, Community Organizations, Parents and Families

Topics to be Included
Strategic Partnerships Industry Landscape Success Stories from Past Partnerships Alignment with Curriculum Showcasing Industry-Relevant Initiatives

Lead Person/Position	Anticipated Start	Anticipated Completion
Administrative Director	2024-08-01	2027-12-31

Communication

Type of Communication	Frequency
Email	As needed

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Newsletter	Monthly

A Comprehensive Needs Assessment and Strategic Planning Initiative

Action Step
• Recognize and celebrate the accomplishments and contributions of MBIT's educators to increase job satisfaction and retention. • Foster and maintain strong relationships with business and industry to gain real-world insights and ensure MBIT's programming is meeting local workforce needs. • Collaborate with the Occupational Advisory Committees to identify emerging trends, equipment requirements within the industries.

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Audience

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Topics to be Included

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Administrative Director	2024-08-01	2027-12-31

Communication

Type of Communication	Frequency
Email	As needed

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Collaborative Capital Planning for MBIT's Future Growth

Action Step
• Recognize and celebrate the accomplishments and contributions of MBIT's educators to increase job satisfaction and retention.
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Audience
Administration, Executive Council, Sending School Districts, Business and Industry, Students, Teachers and Staff, Community Organizations, Parents and Families

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Administrative Director	2024-08-01	2027-12-31

Communication

Type of Communication	Frequency
Email	As needed

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Collaborative Capital Planning for MBIT's Future Growth

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Communication

Type of Communication	Frequency
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Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Mark Covelle	2024-01-19
Building Principal Signature	**Date**
Lauren Doherty	2024-01-19
School Improvement Facilitator Signature	**Date**