

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 | henju@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

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|----|
| NA |
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Challenges

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|----|
| NA |
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Mathematics

| Data | Comments/Notable Observations |
|------|-------------------------------|
|------|-------------------------------|

Mathematics Summary

Strengths

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| NA |
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Challenges

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| NA |
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Science, Technology, and Engineering Education

| Data | Comments/Notable Observations |
|------|-------------------------------|
|------|-------------------------------|

Science, Technology, and Engineering Education Summary

Strengths

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|----|
| NA |
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Challenges

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| NA |
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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 |

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| 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.

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| 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 Learners 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 Learners 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 |

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|--|---|
| 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.

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|--|
| 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 |

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| 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. |
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| |

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 |

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

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| Analyzing Priority Challenges | Priority Statements |
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| | <p>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.</p> |
| | <p>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.</p> |
| | <p>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.</p> |
| | <p>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.</p> |

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.

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| 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.

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| 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 |

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| 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. |
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| 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.

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| 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. |

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| 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. |

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| 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 2024-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.

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| Outcome Category |
| Essential Practices 4: Foster Quality Professional Learning |

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| 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

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|---|------------------------------|
| 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.

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| Measurable Goals: |
| <ul style="list-style-type: none"> 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 |

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| | | | 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 |

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| 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 |

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| | 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. |
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Action Plan For: High Quality Curriculum

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| Measurable Goals: |
| <ul style="list-style-type: none"> 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. |

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| 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: |
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| <ul style="list-style-type: none"> 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

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| Measurable Goals: |
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- 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 |

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| 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 |

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| 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

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| Measurable Goals: |
| <ul style="list-style-type: none"> 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. |

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| 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: |
| <ul style="list-style-type: none"> 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: |
|---|
| <ul style="list-style-type: none"> 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: |
|---|
| <ul style="list-style-type: none"> 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: |
| <ul style="list-style-type: none"> 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 | | |
|---|-------------------|------------------------|
| <ul style="list-style-type: none"> 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 | |
| <ul style="list-style-type: none"> 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 | |
| <ul style="list-style-type: none"> • 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 | | |
| <ul style="list-style-type: none"> • 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 | |
| <ul style="list-style-type: none"> • 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 | |
| <ul style="list-style-type: none"> 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 | | |
| <ul style="list-style-type: none"> 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 | |
| <ul style="list-style-type: none"> 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 | |
| <ul style="list-style-type: none"> 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 | |
| <ul style="list-style-type: none"> • 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 | |
| <ul style="list-style-type: none"> • 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 | | |
| <ul style="list-style-type: none"> • 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 | |
| <ul style="list-style-type: none"> • 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 | | |
| <ul style="list-style-type: none"> • 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 | |
| <ul style="list-style-type: none"> • 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 | |
| <ul style="list-style-type: none"> • 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 | |
| <ul style="list-style-type: none"> • 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 | | |
| <ul style="list-style-type: none"> • 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 | |
| <ul style="list-style-type: none"> • 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 | |
| <ul style="list-style-type: none"> • 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 | |
| <ul style="list-style-type: none"> • 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 |
| <ul style="list-style-type: none"> • 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 | |
| <ul style="list-style-type: none"> • 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 |
|---|
| <ul style="list-style-type: none"> 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 | | |

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Strengthening Partnerships for Relevant Education at MBIT

| Action Step |
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| <ul style="list-style-type: none">• 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. |

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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 |

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Exploration of Emerging Trends and Equipment Needs in Industry

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| Action Step | | |
| <ul style="list-style-type: none"> 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 |

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

| Action Step |
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| <ul style="list-style-type: none">• 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

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Elevating MBIT's Reach and Reputation through Industry Partnerships

| Action Step | | |
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| <ul style="list-style-type: none"> 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 |

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Elevating MBIT's Presence in the Digital Realm

| Action Step |
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| <ul style="list-style-type: none"> 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 |

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Defining MBIT's Identity with Key Stakeholders

| Action Step |
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| <ul style="list-style-type: none">• 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. |

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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 |

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Shaping MBIT's Brand through Student Perspectives

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| Action Step | | |
| <ul style="list-style-type: none"> • 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 |

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Crafting and Executing MBIT's Strategic Communication Plan

| Action Step |
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| <ul style="list-style-type: none">• 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. |

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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

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Launching MBIT's Formal Alumni Association

| Action Step | | |
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| <ul style="list-style-type: none"> 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 |

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A Comprehensive Needs Assessment and Strategic Planning Initiative

| Action Step |
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| <ul style="list-style-type: none">• 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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| Topics to be Included | | |
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| Lead Person/Position | Anticipated Start | Anticipated Completion |
| Administrative Director | 2024-08-01 | 2027-12-31 |

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Collaborative Capital Planning for MBIT's Future Growth

| Action Step |
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| <ul style="list-style-type: none">• 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. |

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

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| Action Step | | |
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| Administrative Director | 2024-08-01 | 2027-12-31 |

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|-----------------------|-----------|
| Presentation | Monthly |

Communication

| Type of Communication | Frequency |
|-----------------------|-----------|
| Newsletter | Monthly |

Communication

| Type of Communication | Frequency |
|-----------------------|-----------|
| Newsletter | Monthly |

Communication

| Type of Communication | Frequency |
|-----------------------|-----------|
| Newsletter | Monthly |

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 |
| | |