

The School District of Lee County

# Fort Myers Technical College



2016-17 Schoolwide Improvement Plan

## Fort Myers Technical College

3800 MICHIGAN AVE, Fort Myers, FL 33916

<http://www.fortmyerstech.edu/>

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-Adult	No	0%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Career and Technical Education	No	0%

### School Grades History

Year  
Grade

### School Board Approval

This plan is pending approval by the Lee County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	11
<b>8-Step Planning and Problem Solving Implementation</b>	<b>14</b>
Goals Summary	14
Goals Detail	14
Action Plan for Improvement	17
<b>Appendix 1: Implementation Timeline</b>	<b>21</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>22</b>
Professional Development Opportunities	22
Technical Assistance Items	23
<b>Appendix 3: Budget to Support Goals</b>	<b>23</b>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Fort Myers Technical College

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

The mission of Fort Myers Technical College is to provide high quality career and technical training, in order to prepare students for current and emerging industries, delivered by a professional and caring staff in a positive learning environment.

##### b. Provide the school's vision statement.

All students enrolled would successfully complete the vocational/technical program of their choice and be locally employed to help meet the needs of business and industry within our community.

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

All students participate in the FMTC new student orientation. This is a one day workshop that familiarizes students with the physical campus and FMTC procedures.

##### b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

FMTC follows mandated procedures from the Student Right to Know and Campus Security Act (1990). FMTC prepares, publishes, and distributes certain information regarding campus crime and policies related to security.

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

As an adult post-secondary school, FMTC does not institute a schoolwide positive behavioral system.

##### d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

FMTC provides admission counseling. In addition, the school works to provide graduates with job placement upon program completion.

#### 3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

##### a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

All adult students are expected to be in attendance at least 90% of their scheduled hours during each semester. Students failing to maintain the 90% attendance rule will not be permitted to continue in their program and may be required to sit out one full semester unless waived by administration.

Students that are in danger of violating the attendance policy will appear before the FMTC Attendance Review Committee composed of an Assistant Director, Guidance Counselor and Student Affairs Specialist. The student will be given the opportunity to explain absences to the Committee. If the student is found to be in violation, he/she will be placed on a 30 probationary contract which mandates attendance improvement. If attendance improves the contract will expire. If there is limited or no improvement, the probation may be extended or the student may be withdrawn from school.

**b. Provide the following data related to the school's early warning system**

**1. The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

Students who do not meet the standards of progress for their program may be withdrawn for unsatisfactory progress and may not re-enroll at FMTC without approval of the instructor and school administration for a t least one semester.

Students are required to make Satisfactory Academic Progress (SAP). SAP is achieved by successfully completing the scheduled hours, achieving a specific cumulative grade evaluation (GPA), and not exceeding the maximum time limit to complete their course of study.

Academic Progress is defined as:

1. Maintaining a minimum grade of 75%
2. Completing the required number of competencies within the program guidelines.
3. Students are allowed up to 150% of scheduled clock hours to complete their program.

**B. Family and Community Engagement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

**a. Will the school use its PIP to satisfy this question?**

No

**1. PIP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

## 2. Description

FMTC is an adult post secondary school

### 2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Each program at FMTC has an advisory committee made up of local industry professionals. These committees guide changes to training and curriculum in order to best meet the needs of our students and employment trends in local industry.

## C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

### 1. School Leadership Team

#### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Mangan, Brian	Principal
McDaniel, George	Assistant Principal
Byrnes, Brian	Assistant Principal

#### b. Duties

##### 1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The chief administrative officer responsible for the center's operation is the Director (principal). The Director of FMTC is appointed by the Superintendent with approval of the Lee County School Board. The Director derives his authority from procedures formulated by the Lee County School Board as well as Florida Statutes FS Title XLVIII Chapter 1001.32(4). The Director of FMTC reports to the Superintendent.

The Director of FMTC is responsible for planning, organizing, leading, staffing, and controlling the day-to-day operations of the facility, the faculty, and support staff at the school. The Director has direct authority over the Assistant Director for Curriculum, the Assistant Director of Operations/ Finance, and the Director of the Public Service Academy.

The organizational structure chart of FMTC shows the lines of communication and authority among the personnel of the school and addresses the functional areas of its operation. This structure provides for clearly defined leadership, as well as adequate administrative and support positions.

##### 2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.



FMTC is organized in a traditional structure with the Director holding the position of Chief Administrative Officer. On a daily basis, the Director delegates authority and responsibility to the Assistant Director for Curriculum, Assistant Director of Operations and Finance, and the Director of the Southwest Florida Public Service Academy.

- The Assistant Director for Curriculum is responsible for supervising and coordinating educational programs, curriculum and testing.
- The Assistant Director of Operations and Finance is responsible for the facility's operation, the financial operation of the school, student discipline, campus safety and security.
- The Director of the Public Service Academy is directly responsible for the Law Enforcement Officer, Correctional Officer, EMT and Fire Fighter programs.

In addition, the school has organized its program offerings into specialized departments, each of which is chaired by a member of the faculty.

The Director of FMTC provides timely information and feedback to the School Advisory Council, Program Advisory Committee Members, to faculty, staff, students, and the community-at-large using several communication methods:

- Monthly meetings with the Secondary Education Principals and Directors from the School District of Lee County
- School Advisory Council meetings scheduled four times per year
- The annual Advisory Breakfast gathering for all advisory committee members from every program area in October. Advisory committee meetings for each program area which are held two times each year.
- Development of a sophisticated digitized full color school newsletter, Soaring Scene published 4 times per year.
- School video distributed to all local high schools
- Monthly faculty meetings
- Radio & TV commercials for recruiting/ community information
- Department Chair meetings are held once per month
- Regularly scheduled custodial & support staff meetings
- SharePoint web site includes announcements, calendars, Faculty and Staff Handbook and forms

FMTC has excellent representation on our School Advisory Council (SAC) from the community at large, the local business members, student representatives, and parents of students who participate regularly in the advisory committees. The School Advisory Council meets 4 times per year and the purpose of this committee is to assist in the preparation and evaluation of the School Improvement Plan. The SAC also approves the allocation of funds, based upon recommendations, for school improvement projects.

At the program level, each program has an advisory committee. Representation in these committees consists of related industry and business members and occasionally student representatives. These committees advise program instructors regarding the soft/hard skills that graduates will need in order to meet employer expectations when applying for positions with their companies and bring strong support to the content of our program areas. The advisory committee members review program content, instructional materials, equipment, mission statements, and expected earnings for the program completers two times per year. The participation of advisory members ensures relevancy and brings attention to the advisory committees' recommendations.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Jacob Lantz	Student
Nona Gronau	Business/Community
Lemuel Lawrence	Teacher
Tyler Patak	Business/Community
Ronald Pentiuik	Teacher
Karene Ragin	Business/Community
Richard Stevenson	Business/Community
Dangbe Sua	Business/Community
John Meyer	Business/Community
Ronald Anderson	Business/Community
Nancy Redenius	Teacher
Brian Mangan	Principal
Dante Ciolfi	Teacher
Peg Elmore	Business/Community
Michelle Zech	Business/Community
Tessa Lasage	Business/Community
Terry Wynter	Business/Community
Bob Peterson	Business/Community

**b. Duties**

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*a. Evaluation of last year's school improvement plan*

The 2016/17 school improvement plan will be reviewed at the first SAC meeting.

*b. Development of this school improvement plan*

Based on FMTC's school mission and vision, the SAC team's involvement is critical in the development of objectives and goals.

*c. Preparation of the school's annual budget and plan*

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

FMTC's school improvement funding is based on secondary FTE monies. FMTC's secondary population consists of Twenty two dual enrolled high school students and six hundred adult, post secondary students; therefore, school improvement funds are limited and were returned to the district.

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

### 3. Literacy Leadership Team (LLT)

#### a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
------	-------

#### b. Duties

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

This is not applicable to post-secondary adult vocational environment.

### D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

**1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.**

Teachers meet monthly in professional learning communities (PLC). During these sessions, teachers have been discussing best instructional practices.

**2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.**

FMTC is a unique career and technical educational institution. FMTC has 32 different tech and career education programs which requires numerous technical and career education teacher certifications. FMTC has only 3 academic instructors, 33 career and tech instructors, 2 guidance counselors, and one financial aid specialist. Career and technical education teachers are recruited from industry.

**3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

FMTC's teacher mentoring program includes pairing new teachers with peer teacher for the first year. The peer teachers help and assist the beginning teacher write lesson plans, learn computer grading programs, and formative observation evaluations.

### E. Ambitious Instruction and Learning

#### 1. Instructional Programs and Strategies

##### a. Instructional Programs

**1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.**

The core PSAV program plans of instruction are all aligned to FLDOE curriculum frameworks that are updated annually by the state.

##### b. Instructional Strategies

**1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.**

All adult students that are required by state statute to take the TABE exam and do not reach program completion levels established by the state per program are scheduled in a developmental education class. The adult remedial class is a learning lab that uses multiple formative assessments to design individualized learning plans for students. Students are required to reach basic education levels in reading, language skills, and math. The instructors assign independent work, small group assignments, and/or work one on one with adult learners. Students demonstrate mastery of academic skill on summative exams and are permitted to retest on the TABE in order to meet exit levels.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** After School Program

**Minutes added to school year:** 0

Students that have not demonstrated adult basic education levels for PSAV completion are scheduled in the adult learning lab to remediate scores to state mandated program minimums.

**Strategy Rationale**

Students cannot complete the PSAV program without demonstrating adult basic education levels.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Byrnes, Brian, brianfb@leeschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

TABE remediation completion rates are monitored by the learning lab instructors and forwarded weekly to administration for review.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

NA

**b. College and Career Readiness**

**1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

FMTC has a career specialized that works closely with community and industry professionals in order to place students in jobs upon graduation. Instructors also establish on the job training, externships, and job shadow opportunities for students. In addition, students in many programs are required to pass state or industry certification exams.

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

FMTC is an adult post secondary career and vocational school. We have over 30 programs on campus. Upon completion, students have earned industry and/or state certification in their program.

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

Students earn occupational completion points as they progress through the curriculum framework as established by the state. Students are not required to take academic courses at FMTC.

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

NA

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### C. Strategic Goals

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

**G1.** Each program will maintain a 65% full program completion rate.

**G2.** Each program will attain a 75% placement rate.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1. Each program will maintain a 65% full program completion rate.** 1a

G084576

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90%	70.0

**Targeted Barriers to Achieving the Goal** 3

- There has been substantial fluctuations in the local economy.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- The Learning Center remediates students not meeting the state minimum exit program scores
- Some programs have limited time resources.

**Plan to Monitor Progress Toward G1.** 8

State employment report

**Person Responsible**

Brian Byrnes

**Schedule**

On 6/5/2017

**Evidence of Completion**

Council on Occupational Education Annual Report

**G2. Each program will attain a 75% placement rate.** 1a

G084577

**Targets Supported** 1b

Indicator	Annual Target
	100.0

**Targeted Barriers to Achieving the Goal** 3

- Some students do not have the employability skills to find a position.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- FMTC has a full time Career Specialist to help with student placement
- Each program has an advisory board made up of industry representatives

**Plan to Monitor Progress Toward G2.** 8

There will be an annual increase of 2.5% in our placement rate average.

**Person Responsible**

Brian Byrnes

**Schedule**

Weekly, from 8/10/2016 to 6/5/2017

**Evidence of Completion**

measured by data submitted to COE



## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
   Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Each program will maintain a 65% full program completion rate. **1**

 G084576

**G1.B1** There has been substantial fluctuations in the local economy. **2**

 B224736

**G1.B1.S1** Collecting and analyzing data about completers and from employers of completers is a continuous process. A follow-up postcard is sent to all students who have completed a program, or left a program with an OCP. Collection of data from non-responders to the survey is via program faculty and is verified by telephone contact. **4**

 S237138

### Strategy Rationale

Placement and follow-up information is an integral part of program review. Data and suggestions from completers and employers are utilized to implement improvements in program outcomes that impact student success.

### Action Step 1 **5**

PSAV instructors will contact completers and monitor employment outcomes

#### Person Responsible

Brian Byrnes

#### Schedule

Annually, from 8/10/2016 to 6/5/2017

#### Evidence of Completion

Instructors maintain records and report to data specialist for the FMTC Council on Occupational Education (COE) annual report.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1 6**

Administration will monitor evidence of teacher outreach to recent program completers.

**Person Responsible**

Brian Byrnes

**Schedule**

Monthly, from 8/10/2016 to 6/5/2017

**Evidence of Completion**

Teacher employment records and advisory board meeting minutes.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1 6**

Administration will monitor evidence of teacher outreach to recent program completers.

**Person Responsible**

Brian Byrnes

**Schedule**

Monthly, from 8/10/2016 to 6/5/2017

**Evidence of Completion**

Teacher employment records and advisory board meeting minutes.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

FMTC will collaborate with local industry through the school advisory council and program advisory boards to increase completion rate.

**Person Responsible**

Brian Byrnes

**Schedule**

Monthly, from 8/10/2016 to 6/5/2017

**Evidence of Completion**

FMTC Annual COE report, advisory board meeting minutes, and school advisory council meeting minutes.

**G2.** Each program will attain a 75% placement rate. 1

G084577

**G2.B1** Some students do not have the employability skills to find a position. 2

B224737

**G2.B1.S1** FMTC employs a Career Specialist that works on resume development for all students. Also, students have access to CollegeCentral.com for job opportunities in the local area. 4

S237139

### **Strategy Rationale**

Students often need coaching to help find open positions.

### **Action Step 1** 5

Students receive resume writing help.

#### **Person Responsible**

Brian Byrnes

#### **Schedule**

Annually, from 8/10/2016 to 6/1/2017

#### **Evidence of Completion**

Career Specialist report on resumes posted to website.

### **Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

#### **Person Responsible**

#### **Schedule**

#### **Evidence of Completion**

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Student resumes posted to CollegeCentral.com

**Person Responsible**

Brian Byrnes

**Schedule**

Annually, from 8/10/2016 to 6/1/2017

***Evidence of Completion***

Career Specialist data report.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G2.B1.S1.MA1 M312475	[no content entered]		No Start Date		No End Date one-time
G2.B1.S1.MA1 M312477	[no content entered]		No Start Date		No End Date one-time
G2.B1.S1.MA1 M312476	Student resumes posted to CollegeCentral.com	Byrnes, Brian	8/10/2016	Career Specialist data report.	6/1/2017 annually
G2.B1.S1.A1 A306340	Students receive resume writing help.	Byrnes, Brian	8/10/2016	Career Specialist report on resumes posted to website.	6/1/2017 annually
G1.MA1 M312474	State employment report	Byrnes, Brian	8/10/2016	Council on Occupational Education Annual Report	6/5/2017 one-time
G2.MA1 M312478	There will be an annual increase of 2.5% in our placement rate average.	Byrnes, Brian	8/10/2016	measured by data submitted to COE	6/5/2017 weekly
G1.B1.S1.MA1 M312471	FMTC will collaborate with local industry through the school advisory council and program advisory...	Byrnes, Brian	8/10/2016	FMTC Annual COE report, advisory board meeting minutes, and school advisory council meeting minutes.	6/5/2017 monthly
G1.B1.S1.MA1 M312472	Administration will monitor evidence of teacher outreach to recent program completers.	Byrnes, Brian	8/10/2016	Teacher employment records and advisory board meeting minutes.	6/5/2017 monthly
G1.B1.S1.MA1 M312473	Administration will monitor evidence of teacher outreach to recent program completers.	Byrnes, Brian	8/10/2016	Teacher employment records and advisory board meeting minutes.	6/5/2017 monthly
G1.B1.S1.A1 A306339	PSAV instructors will contact completers and monitor employment outcomes	Byrnes, Brian	8/10/2016	Instructors maintain records and report to data specialist for the FMTC Council on Occupational Education (COE) annual report.	6/5/2017 annually

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

## VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

## VII. Budget

1	G1.B1.S1.A1	PSAV instructors will contact completers and monitor employment outcomes	\$0.00
2	G2.B1.S1.A1	Students receive resume writing help.	\$0.00
<b>Total:</b>			<b>\$0.00</b>