

Miami-Dade County Public Schools

George T. Baker Aviation Technical College



2015-16 School Improvement Plan

George T. Baker Aviation Technical College

3275 NW 42ND AVE, Miami, FL 33142

<http://www.bakeraviation.edu>

School Demographics

School Type

High

2014-15 Title I School

No

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

0%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate (Reported as Non-white on Survey 2)

0%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Dade 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 with a grade of F within the prior two years. 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>.

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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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of George T. Baker Aviation Technical College is to provide training to persons interested in aviation maintenance, electronics, and avionics to become an integral part of the industry. To accomplish this mission, the technical college must enhance the curriculum, utilize industry resources, encourage students to obtain their Federal Aviation Administration certificates or Federal Communications Commission license, and place students in jobs that are related to their training. The academic and technical expectations established by the instructional staff and the strong educational leadership provided by the principal make it possible for the technical college to accomplish this mission.

Provide the school's vision statement

George T. Baker Aviation Technical College brings aviation excellence to its students and industry through tradition and training.

School Environment

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

George T. Baker Aviation Technical College (Baker Aviation) is a public, tax-supported specialized technical educational facility whose mission supports the aviation maintenance industry. Authorized by the Florida Department of Education (FLDOE) and operated by Miami-Dade County Public Schools (M-DCPS), this distinctive school is certificated by the Federal Aviation Administration (FAA) under Part 147 of the Federal Aviation Regulations and accredited by the Council on Occupational Education (COE) as well as the National Center for Aerospace Technology & Transportation. In 1929, Charles Lindbergh inaugurated Pan AM Field in Miami as the third official airport of international entry into the United States. With the growth of the aviation industry, Miami-Dade County Public Schools offered their first aviation-training program in 1939 at Miami Senior High School, graduating its first class in 1941. The program was then moved to the former Roosevelt Hotel in 1942, which later became Lindsey Hopkins Technical Education Center. As the aviation industry expanded, there was a need for a school of larger proportion at or near the airport. In 1949, with its new name "Miami International Airport," Pan AM Field held the distinction of being the largest aircraft overhaul and maintenance facility in the world for commercial aircraft. Almost ten years later, in 1958, the President of National Airlines, George Theodore Baker, had a vision to establish an aviation maintenance mecca in the Miami area. With this vision in mind, Mr. Baker deeded the National Airlines headquarters and maintenance facility to M-DCPS with the stipulation that the property be converted into an aviation maintenance school.

The full-time staff at Baker Aviation consists of four administrators, 29 instructional and 18 non-instructional personnel. The technical college also employs part-time instructional and non-instructional personnel. Approximately 400 high school students and 840 adult students are enrolled in the following programs:

1. Airframe Maintenance Technician
2. Powerplant Maintenance Technician
3. Avionics I
4. Avionics II
5. Aerospace Technology (ninth grade only)

The dual-enrolled, high school program operates as an annual program on a semester basis with open enrollment in August and January. Dual enrolled high school students attend class 2.5 hours per day, five days a week, during a nine week grading period. High school students earn one annual honors elective credit for successful completion of courses at Baker Aviation. Upon completion of the Aviation Maintenance Technician Program, students may then be eligible for industry certification. The adult program operates on a trimester basis with open enrollment beginning in August, January and April. Adult students have the option of attending the program on a full-time or part-time basis. The full-time student attends class a minimum of five hours per day, five days a week, while part-time students attend class 2.5 hours per day, five days a week. Flexible day or evening classes are available for adult students. Upon completion of the aviation maintenance program, students may then be eligible for industry certification.

The unique curriculum at Baker Aviation uses a variety of pedagogical techniques. Shop based learning is utilized to engage learners in practical industry experience. Advanced technology further supports learning while students practice actual aviation maintenance technician procedures which prepare them with work ready skills. Students are able to use industry standard equipment, material and supplies which enable them for immediate workforce placement.

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

George T. Baker Aviation Technical College is a Federal Aviation Administration (FAA) Part 147 certificated school designed to produce industry ready Aircraft Maintenance Technician and Avionics Technicians. From the time a student enters the school, he or she is treated and expected to act as an apprentice Aircraft Maintenance Technician; to meet all the standards of any employee working at an FAA controlled airport; to pass all the requirements of the Department of Homeland Security for employment in a restricted transportation area.

School-wide security emulates the security arrangements of an active airport. A single entry point to the facility has been established and all personnel and students are required to display a photo ID, as if on an FAA controlled airfield.

Additionally, Baker Aviation employs several security staff who monitor inside and outside the building.

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

Baker Aviation is a career technical college with both adult and high school learners, Therefore, Baker Aviation has minimal disciplinary incidents or problems. Within the first two weeks of school, all students attend a mandatory orientation session which covers FAA, FCC, the student code of conduct, dress code and attendance policy.

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

Baker Aviation has a fully certified counselor, a Veteran's Affairs coordinator and access to District provided specialists. High school students, since they split their time with their home school, also have all the student service staff provided by that school.

Early Warning Systems

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

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

NOT APPLICABLE - POST SECONDARY TECHNICAL COLLEGE

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

NOT APPLICABLE - POST SECONDARY TECHNICAL COLLEGE

Family and Community Involvement

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

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. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

NOT APPLICABLE - POST SECONDARY TECHNICAL COLLEGE

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

In accordance with the accreditation requirements of the Council of Occupational Education (COE), Baker Aviation is required to maintain an Advisory Council made up of school personnel and local industry. Its council meets two times a year and currently has industry members from: American Airlines, Airbus Industries, Snap-on Tools, Barfield Avionics, AAR Aircraft Services company, as well as the Federal Aviation Administration (FAA). Staff members are also members of local industry business groups such as the Miami Maintenance Council, Greater Miami Maintenance Association, Miami Chapter of the Air Force Association and the Beacon Council.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Mantilla, Rene	Principal
Sands, George	Assistant Principal
Pemble, Todd	Teacher, Career/Technical
Carter, Howard	Teacher, Career/Technical
Fernandez, Rey	Teacher, Career/Technical
Flores, Rick	Teacher, Career/Technical
Heron, Patrick	Teacher, Career/Technical

Duties

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

The technical college leadership team is made-up of the school administration, department chairpersons, and other key stakeholders. The team monitors the implementation of the FAA AMT Curriculum and the Avionics State Curriculum Frameworks. The team designs and implements curriculum within the constraints of FAA guidelines and demonstrates research-based teaching strategies. Members monitor the program operation on a day-to-day basis, e.g., transportation, purchase requisitions, budget expenditures, school/home contacts. In addition, they review interim progress reports and grades in order to track student progress and provide for individual student educational needs.

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

Utilizing the technical college's Data Collection Assessment Performance Improvement System (DCAPIS) data driven-decision making processes and the instructors collective experience in industry, the team develops policies that facilitate the effective deployment of the Part 147 and FCC frameworks and the governance of Baker Aviation. Team members meet at monthly leadership meetings and attend all District industry advisory council meetings and Educational Excellence School Advisory Council meetings. Decisions made at these meetings set the tone and direction throughout the year for the development and deployment of human and capital resources to meet all career and industry related goals.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Rene Mantilla	Principal
Todd Pemble	Teacher
Patrick Heron	Teacher
James Howard	Teacher
Mark Newell	Teacher
Eleuterio Hernandez	Teacher
Derrell Roberts	Business/Community
Michael Bischoff	Business/Community
Juan Acevedo	Business/Community
Benny Benitez	Business/Community
Raquel Oliva	Business/Community
Jennifer Garcia	Education Support Employee
Huete Rodrigo	Business/Community
Gabriel Segrera	Business/Community
Karen Davidson	Student

Duties

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

Evaluation of last year's school improvement plan

The Educational Excellence School Advisory Council (EESAC) meets at the end of the school year to review performance data to determine attainment of targeted goals and recommend, as needed, changes to be adopted in next year's plan. Changes include schedule development and deployment, enhancement in instructional practices, improvement in data collection, and more efficient, effective utilization of resources.

Development of this school improvement plan

The EESAC meets three times a year with various stakeholders to discuss student enrollment data, dis-aggregated performance data, job placement data, State and FAA curriculum frameworks, capital and human resources, and industry demands to identify goals and strategies to ensure a data-driven SIP that meets the needs of all stakeholders.

Preparation of the school's annual budget and plan

Baker Aviation receives limited SAC funds through its FTE driven Aerospace Technology Program. Allocated funds are used to purchase instructional resources and provide student incentive awards.

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

Last year, no EESAC funds were allocated to Baker Aviation..

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
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Duties

Describe how the LLT promotes literacy within the school

POST SECONDARY ADULT VOCATIONAL - NOT APPLICABLE

Public and Collaborative Teaching

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

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

The Media Center acts as the focal point for collaborative planning and instruction. The FAA requires that instructors be in possession of the appropriate written maintenance instructions for each task an instructor and/or student performs. Teachers begin lessons and shop sessions by collaborating with the Media Specialist to find the required maintenance manuals and procedures. Monthly department meetings are held to coordinate, review and improve lessons and shop sessions. Freshmen are paired with Juniors and Seniors during shop classes. In doing so, Freshmen observe and act as apprentice mechanic/helpers. This type of collaborations helps foster a learning community where educator and learner alike share experiences and learn from each other.

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

Administration recruits from FAA certified industry personnel who have a minimum of six years experience. Under district supervision, administration conducts extensive review of prospective employees to ensure the attainment of personnel that are highly qualified in industry. The final step in the recruitment process culminates with a faculty team interview process. Once hired, new personnel shadow experienced instructors to gain understanding of pedagogical strategies that have proven to be effective when delivering FAA and FCC related curriculum.

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

The school implements the district's mentoring. To that end, newly hired teachers are paired with highly qualified, experienced instructors on staff who teach the same subject. Mentoring includes help with lesson plans, modeling of instruction followed by peer observation and explicit, corrective feedback.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

POST SECONDARY ADULT TECHNICAL COLLEGE - NOT APPLICABLE

Instructional Strategies

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

POST SECONDARY ADULT TECHNICAL COLLEGE - NOT APPLICABLE

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: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

Student Transition and Readiness

PreK-12 Transition

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

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

POST SECONDARY ADULT TECHNICAL COLLEGE - NOT APPLICABLE

College and Career Readiness

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

POST SECONDARY ADULT TECHNICAL COLLEGE - NOT APPLICABLE

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

POST SECONDARY ADULT TECHNICAL COLLEGE - NOT APPLICABLE

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

Post Secondary Adult Vocational - Not Applicable

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

POST SECONDARY ADULT VOCATIONAL - NOT APPLICABLE

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

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.** Increase by 3% the number of FAA and FCC Industry Certifications earned from 186 in school year 2014-2015, to 191 in school year 2015-2016. Baseline: 186 Target: 191
- G2.** Increase by 3% the number of Occupational; Completion Points earned in General from 137 in school year 2014-2015, to 141 in school year 2015-2016. Baseline: 137 Target: 141
- G3.** Increase by 3% the number of Occupational; Completion Points earned in Airframe from 84 in school year 2014-2015, to 87 in school year 2015-2016. Baseline: 84 Target: 87
- G4.** Increase by 3% the number of Occupational; Completion Points earned in Powerpoint from 90 in school year 2014-2015, to 93 in school year 2015-2016. Baseline: 90 Target: 93

Strategic Goals Detail

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

G1. Increase by 3% the number of FAA and FCC Industry Certifications earned from 186 in school year 2014-2015, to 191 in school year 2015-2016. Baseline: 186 Target: 191 1a

 G070547

Targets Supported 1b

Indicator	Annual Target
CTE Industry Certification Exam Participation	191.0

Resources Available to Support the Goal 2

- Highly qualified AMT instructors and Technical Personnel Examiners (TPEs).

Targeted Barriers to Achieving the Goal 3

- Contact hours required in the Airframe and Powerplant programs and actual instructional time has not allowed for time for high school dual enrolled students to take FAA Qualifying and Written Examinations within the school year.
- Current deployment of Part 147 Curriculum exceeds minimum FAA requirements.

Plan to Monitor Progress Toward G1. 8

Quantitatively measure the number of industry certifications completed by students. Calculate how many students have taken an industry certifying exam.

Person Responsible

Rosy Diaz-Duque

Schedule

Quarterly, from 8/24/2015 to 8/3/2016

Evidence of Completion

Quantitatively measure the number of industry certifications completed by students in the 2015-2016 school year. Data will be compiled from: 1. Gradebook District Assessment entries 2. Database Collection, Analysis, and Performance Improvement System (DCAPIS) entries. 3. MDCPS Data in Your Hand reports.

G2. Increase by 3% the number of Occupational; Completion Points earned in General from 137 in school year 2014-2015, to 141 in school year 2015-2016. Baseline: 137 Target: 141 1a

 G070548

Targets Supported 1b

Indicator	Annual Target
Certified in Field	141.0

Resources Available to Support the Goal 2

- District Advisory Council, Industry Partners, and District personnel.

Targeted Barriers to Achieving the Goal 3

- Baker Aviation is near full capacity; therefore, some students cannot register for classes in the proper sequence to complete their program in a timely manner. As a result increasing enrollment in future years is difficult due to the physical constraints of the facility.
- Difficulty in recruiting highly qualified Aircraft Maintenance Mechanics who are eligible to teach part-time hourly.

Plan to Monitor Progress Toward G2. 8

Monitor Database Collection, Analysis, and Performance Improvement System (DCAPIS)

Person Responsible

Rene Mantilla

Schedule

Quarterly, from 8/24/2015 to 8/3/2016

Evidence of Completion

Quantitatively measure the number of OCPs completed by students, as well as, the increase in student contact hours as shown in Database Collection, Analysis, And Performance Improvement System (DCAPIS) reports as well as Data in Your Hands.

G3. Increase by 3% the number of Occupational; Completion Points earned in Airframe from 84 in school year 2014-2015, to 87 in school year 2015-2016. Baseline: 84 Target: 87 **1a**

G070549

Targets Supported **1b**

Indicator	Annual Target
CTE Industry Certification Exam Participation	87.0

Resources Available to Support the Goal **2**

- District Advisory Council, Industry Partners and District personnel.

Targeted Barriers to Achieving the Goal **3**

- Baker Aviation is near full capacity; therefore, some students cannot register for classes in the proper sequence required to complete their program in a timely manner. As a result, increasing our enrollment in future years is difficult due to the physical constraints of the facility
- Difficulty in recruiting highly qualified Aircraft Mechanics who are eligible to teach part-time hourly.

Plan to Monitor Progress Toward G3. **8**

Monitor Database Collection, Analysis, And Performance Improvement System (DCAPIS)

Person Responsible

Rene Mantilla

Schedule

Quarterly, from 8/24/2015 to 8/3/2016

Evidence of Completion

Quantitatively measure the number of OCPs completed by students, as well as, the increase in student contact hours as shown in Database Collection, Analysis, And Performance Improvement System (DCAPIS) reports as well as Data in Your Hands.

G4. Increase by 3% the number of Occupational; Completion Points earned in Powerpoint from 90 in school year 2014-2015, to 93 in school year 2015-2016. Baseline: 90 Target: 93 1a

G070550

Targets Supported 1b

Indicator	Annual Target
CTE Industry Certification Exam Participation	93.0

Resources Available to Support the Goal 2

- District Advisory Council, Industry Partners and District personnel.

Targeted Barriers to Achieving the Goal 3

- Baker Aviation is near full capacity; therefore, some students cannot register for classes in the proper sequence required to complete their program in a timely manner. As a result, increasing our enrollment in future years is difficult due to the physical constraints of the facility
- Difficulty in recruiting highly qualified Aircraft Mechanics who are eligible to teach part-time hourly.

Plan to Monitor Progress Toward G4. 8

Monitor Database Collection, Analysis, And Performance Improvement System (DCAPIS).

Person Responsible

Rene Mantilla

Schedule

Quarterly, from 8/24/2015 to 8/3/2016

Evidence of Completion

Quantitatively measure the number of OCPs completed by students, as well as, the increase in student contact hours as shown in Database Collection, Analysis, and Performance Improvement System (DCAPIS) reports as well as Data in Your Hands.

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. Increase by 3% the number of FAA and FCC Industry Certifications earned from 186 in school year 2014-2015, to 191 in school year 2015-2016. Baseline: 186 Target: 191 **1**

 G070547

G1.B1 Contact hours required in the Airframe and Powerplant programs and actual instructional time has not allowed for time for high school dual enrolled students to take FAA Qualifying and Written Examinations within the school year. **2**

 B183799

G1.B1.S1 Effective and efficient utilization of instructional time and streamlining of non-essential curriculum to facilitate additional time to conduct FAA Qualifying exams and Written Exams. **4**

 S195427

Strategy Rationale

As streamlined Part 147 Curriculum deployment will ensure the maximizing of instructional time leading to more efficient use of time to allow FAA testing.

Action Step 1 **5**

Meet with Leadership Team and FAA Coordinator to review Part 147 Curriculum deployment in high school dual enrollment program and make necessary changes to lesson plans during instructional collaboration.

Person Responsible

George Sands

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Part 147 Curriculum deployment is more effectively aligned to instructional time available within the secondary school year.

Action Step 2 5

Create a testing schedule that ensures that FAA Qualifying and Written Examinations are conducted prior to the end of the secondary school year.

Person Responsible

George Sands

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Increased number of dual enrolled students tested in FAA Qualifying and Written Exams as documented in the Database Collection, Analysis, and Performance Improvement System (DCAPIS).

Action Step 3 5

Adjust Airframe and Powerplant shops utilization schedule to facilitate timely completion of all related projects for dual enrolled high school juniors and seniors.

Person Responsible

George Sands

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Increased the availability of Airframe and Powerplant shop time for dual enrolled high school students.

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

Monitor waiting list to determine whether enough students are available to warrant an additional section of class. Keep track of additional sections offered in SY 2015-2016.

Person Responsible

George Sands

Schedule

Quarterly, from 8/24/2015 to 8/3/2016

Evidence of Completion

Increase of class sections offered in school year 2015-16 over the number of sections planned at the beginning of school year 2015-16 as shown in the Master Schedule.

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

Monitor Database Collection, Analysis, And Performance Improvement System (DCAPIS) and M-DCPS Data in Your Hands (DIYH)

Person Responsible

Rosy Diaz-Duque

Schedule

On 8/3/2016

Evidence of Completion

DCAPIS and DIYH Reports

G1.B2 Current deployment of Part 147 Curriculum exceeds minimum FAA requirements. 2

 B183800

G1.B2.S1 Identify areas in Part 147 Curriculum deployed that are not measured on Written Test Standards and adjust program delivery as needed. Better utilization of shop time to facilitate completion of projects by juniors and seniors. 4

 S195428

Strategy Rationale

A Part 147 streamlined curriculum will ensure that additional time at the end of the secondary school year will be available for FAA testing.

Action Step 1 5

Adjust Airframe and Powerplant shops utilization schedule to facilitate timely completion of all related projects for dual enrolled high school juniors and seniors.

Person Responsible

George Sands

Schedule

Quarterly, from 8/24/2015 to 8/3/2016

Evidence of Completion

Increased the availability of Airframe and Powerplant shop time for dual enrolled high school students.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Set # of part-time instructors in June 2015 as a baseline for comparison, as identified in SAP.

Person Responsible

Rene Mantilla

Schedule

Quarterly, from 8/24/2015 to 8/3/2016

Evidence of Completion

Increased number of part-time instructors on the substitute list from those available in June 2015.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Monitoring class lists and adding additional class sections. Expand hours of operation, if possible.

Person Responsible

George Sands

Schedule

Every 6 Weeks, from 8/24/2015 to 8/3/2016


Evidence of Completion

Increase of class sections offered in school year 2015-2016 over the number of sections planned at the beginning of school year 2015-16 as shown in the Master Schedule.

G2. Increase by 3% the number of Occupational; Completion Points earned in General from 137 in school year 2014-2015, to 141 in school year 2015-2016. Baseline: 137 Target: 141 **1**

 G070548

G2.B1 Baker Aviation is near full capacity; therefore, some students cannot register for classes in the proper sequence to complete their program in a timely manner. As a result increasing enrollment in future years is difficult due to the physical constraints of the facility. **2**

 B183801

G2.B1.S1 Add additional sections to allow students on waiting lists the opportunity to attend required classes. **4**

 S195429

Strategy Rationale

More students in attendance and additional physical space will facilitate attainment of additional Occupational Completion Points

Action Step 1 **5**

Monitoring class lists and adding additional class sections. Expand hours of operation.

Person Responsible

George Sands

Schedule

Quarterly, from 8/24/2015 to 8/3/2016

Evidence of Completion

Enrollment increase and class sections added to the Master Schedule.

Action Step 2 **5**

Monitor Occupational Completion Points (OCP)

Person Responsible

Rosy Diaz-Duque

Schedule

Quarterly, from 8/24/2015 to 8/3/2016

Evidence of Completion

OCP Reports from Database Collection, Analysis, and Performance Improvement System (DCAPIS) and Data in Your Hands.

Action Step 3 5

Review Part 147 Regulation and school's operations manual to identify processes for program expansion,

Person Responsible

Rene Mantilla

Schedule

On 8/3/2016

Evidence of Completion

Plan of action for program deployment outside of the current facility.

Action Step 4 5

Conduct District Advisory Meetings to collaborate with Industry to identify highly qualified Aircraft Maintenance Mechanics.

Person Responsible

Rene Mantilla

Schedule

Triannually, from 8/24/2015 to 8/3/2016

Evidence of Completion

Minutes of Advisory council meetings. Increase in pool of available part-time hourly instructors.

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

Monitor waiting list to determine whether enough students are available to warrant an additional section of class.

Keep track of additional sections offered in SY 2015-2016.

Person Responsible

George Sands

Schedule

Biweekly, from 8/24/2015 to 8/3/2016

Evidence of Completion

Increase of class sections offered in school year 2015-16 over the number of sections planned at the beginning of school year 2015-16 as shown in the Master Schedule.

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

Monitor Database Collection, Analysis, And Performance Improvement System (DCAPIS)

Person Responsible

Rosy Diaz-Duque

Schedule

Quarterly, from 8/24/2015 to 8/3/2016

Evidence of Completion

Internal tracking via Database Collection, Analysis, and Performance Improvement System (DCAPIS) reports on completed OCPs by program and trimester.

G2.B1.S2 Explore program expansion outside of Baker Aviation at both the North and South end of the District. 4

 S195430

Strategy Rationale

More students in attendance and additional physical space will facilitate attainment of additional Occupational Completion Points

Action Step 1 5

Review Part 147 Regulation and school's operations manual to identify processes for program expansion,

Person Responsible

Rene Mantilla

Schedule

On 8/28/2015

Evidence of Completion

Plan of action for program deployment outside of the current facility.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Increase opportunities for students to complete requirements so that they are eligible to earn an OCP.

Person Responsible

George Sands

Schedule

Monthly, from 8/24/2015 to 8/3/2016

Evidence of Completion

Using the Database collection, Analysis, and Performance Improvement System(DCAPIS) and MDCPS Data in Your Hand reports; quantitatively track the total number of OCPs our students complete in the 2015-2016 school year.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Monitor Database Collection, Analysis, And Performance Improvement System (DCAPIS)

Person Responsible

Rosy Diaz-Duque


Schedule

Quarterly, from 8/24/2015 to 8/3/2016


Evidence of Completion

DCAPIS and DHIH Reports

G2.B2 Difficulty in recruiting highly qualified Aircraft Maintenance Mechanics who are eligible to teach part-time hourly. **2**

 B183802

G2.B2.S1 Increase the number of part-time instructors to allow for additional classes when room space allows. **4**

 S195431

Strategy Rationale

More students in attendance will cause more students to finish completion points

Action Step 1 **5**

Advertise and solicit for additional part-time instructors. Develop a pool of qualified instructors.

Person Responsible

Rene Mantilla

Schedule

Quarterly, from 8/24/2015 to 8/3/2016

Evidence of Completion

Increase in number of instructors on the qualified substitute teacher list over the number listed in June 2015

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Monitor Data In Your Hands (DIYH). 2. Set # of part-time instructors in June 2014 as a baseline for comparison, as identified in SAP.

Person Responsible

Rene Mantilla

Schedule

Quarterly, from 8/24/2015 to 8/3/2016

Evidence of Completion

Increased number of part-time instructors on the substitute list from June 2015.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Monitoring class lists and adding additional class sections. Expand hours of operation

Person Responsible

George Sands

Schedule

Every 6 Weeks, from 8/24/2015 to 8/3/2016

Evidence of Completion

Increase of class sections offered in school year 2015-2016 over the number of sections planned at the beginning of school year 2015-16 as shown in the Master Schedule.

G3. Increase by 3% the number of Occupational; Completion Points earned in Airframe from 84 in school year 2014-2015, to 87 in school year 2015-2016. Baseline: 84 Target: 87 1

 G070549

G3.B1 Baker Aviation is near full capacity; therefore, some students cannot register for classes in the proper sequence required to complete their program in a timely manner. As a result, increasing our enrollment in future years is difficult due to the physical constraints of the facility 2

 B183803

G3.B1.S1 Add additional sections to allow students on waiting lists the opportunity to attend required classes. 4

 S195432

Strategy Rationale

More students in attendance and additional physical space will facilitate attainment of additional Occupational Completion Points.

Action Step 1 5

Monitoring class lists and adding additional class sections. Expand hours of operation.

Person Responsible

George Sands

Schedule

Biweekly, from 8/24/2015 to 8/3/2016

Evidence of Completion

Enrollment increase and class sections added to the Master Schedule

Action Step 2 5

Monitor Occupational Completion Points (OCPs).

Person Responsible

Rosy Diaz-Duque

Schedule

Monthly, from 8/24/2015 to 8/3/2016

Evidence of Completion

OCP Reports from Database Collection, Analysis, and Performance Improvement System (DCAPIS) and Data in Your Hands.

Action Step 3 5

Review Part 147 Regulation and school's operations manual to identify processes for program expansion.

Person Responsible

Rene Mantilla

Schedule

On 8/3/2016

Evidence of Completion

Plan of action for program deployment outside of the current facility.

Action Step 4 5

Conduct District Advisory Meetings to collaborate with Industry to identify highly qualified Aircraft Maintenance Mechanics.

Person Responsible

Rene Mantilla

Schedule

Triannually, from 8/24/2015 to 8/3/2016

Evidence of Completion

List of newly hired instructors to work part-time hourly.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitor waiting list to determine whether enough students are available to warrant an additional section of class.

Person Responsible

George Sands

Schedule

Biweekly, from 8/24/2015 to 8/3/2016

Evidence of Completion

Increase of class sections offered in school year 2015-2016 over the number of sections planned at the beginning of school year 2015-16 as shown in the Master Schedule.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Monitor Database Collection, Analysis, and Performance Improvement System (DCAPIS)

Person Responsible

Rosy Diaz-Duque

Schedule

Quarterly, from 8/24/2015 to 8/3/2016

Evidence of Completion

Internal tracking via Database Collection, Analysis, and Performance Improvement System (DCAPIS) reports on completed OCPs by program and trimester.

G3.B1.S2 Explore program expansion outside of Baker Aviation at both the North and South end of the District. 4

 S195433

Strategy Rationale

More students in attendance and additional physical space will facilitate attainment of additional Occupational Completion Points.

Action Step 1 5

Review Part 147 Regulation and school's operations manual to identify processes for program expansion,

Person Responsible

Rene Mantilla

Schedule

On 8/3/2016

Evidence of Completion

Plan of action for program deployment outside of the current facility.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Increase opportunities for students to complete requirements so that they are eligible to earn an OCP.

Person Responsible

George Sands

Schedule

Monthly, from 8/24/2015 to 8/3/2016

Evidence of Completion

Using the Database collection, Analysis, and Performance Improvement System(DCAPIS) and MDCPS Data in Your Hand reports; quantitatively track the total number of OCPs our students complete in the 2015-2016 school year.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Monitor Database Collection, Analysis, and Performance Improvement System (DCAPIS)

Person Responsible

Rosy Diaz-Duque

Schedule

Quarterly, from 10/5/2015 to 8/3/2016

Evidence of Completion

DCAPIS and DIYH Reports

G3.B1.S3 Increase the number of part-time instructors to facilitate additional courses as spaces allows. Identify location(s) to expand physical space to facilitate additional course offerings outside of the current facility. 4

 S195434

Strategy Rationale

More students in attendance and additional physical space will facilitate attainment of additional Occupational Completion Points.

Action Step 1 5

Increase the number of part-time instructors to allow for additional classes when room space allows.

Person Responsible

Rene Mantilla

Schedule

Monthly, from 8/24/2015 to 8/3/2016

Evidence of Completion

Increase in number of instructors on the qualified substitute teacher list over the number listed in 2014

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Monitor Data In Your Hands (DIYH). 2. Set # of part-time instructors in June 2015 as a baseline for comparison, as identified in SAP.

Person Responsible

George Sands

Schedule

Monthly, from 8/24/2015 to 8/3/2016

Evidence of Completion

Increased number of part-time instructors on the substitute list from June 2014.

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Monitoring class lists and adding additional class sections. Expand hours of operation

Person Responsible

Rosy Diaz-Duque

Schedule

Every 6 Weeks, from 8/24/2015 to 8/3/2016

Evidence of Completion

Increase of class sections offered in school year 2015-2016 over the number of sections planned at the beginning of school year 2015-16 as shown in the Master Schedule.

G3.B2 Difficulty in recruiting highly qualified Aircraft Mechanics who are eligible to teach part-time hourly.

2

 B183804

G3.B2.S1 Increase the number of part-time instructors to allow for additional classes when room space allows. 4

 S195435

Strategy Rationale

More students in attendance will cause more students to finish completion points

Action Step 1 5

Advertise and solicit for additional part-time instructors. Develop a pool of qualified instructors.

Person Responsible

Rene Mantilla

Schedule

Quarterly, from 8/24/2015 to 8/3/2016

Evidence of Completion

Increase in number of instructors on the qualified substitute teacher list over the number listed in 2014

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Monitor Data In Your Hands (DIYH). 2. Set # of part-time instructors in June 2013 as a baseline for comparison, as identified in SAP.

Person Responsible

Rene Mantilla

Schedule

Quarterly, from 8/24/2015 to 8/3/2016

Evidence of Completion

Increased number of part-time instructors on the substitute list from June 2015.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Monitoring class lists and adding additional class sections. Expand hours of operation

Person Responsible

George Sands

Schedule

Every 6 Weeks, from 8/24/2015 to 8/3/2016

Evidence of Completion

Increase of class sections offered in school year 2014-2015 over the number of sections planned at the beginning of school year 2015-16 as shown in the Master Schedule.

G4. Increase by 3% the number of Occupational; Completion Points earned in Powerpoint from 90 in school year 2014-2015, to 93 in school year 2015-2016. Baseline: 90 Target: 93 1

 G070550

G4.B1 Baker Aviation is near full capacity; therefore, some students cannot register for classes in the proper sequence required to complete their program in a timely manner. As a result, increasing our enrollment in future years is difficult due to the physical constraints of the facility 2

 B183805

G4.B1.S1 Add additional sections to allow students on waiting lists the opportunity to attend required classes. 4

 S195436

Strategy Rationale

More students in attendance and additional physical space will facilitate attainment of additional Occupational Completion Points.

Action Step 1 5

Monitoring class lists and adding additional class sections. Expand hours of operation.

Person Responsible

George Sands

Schedule

Biweekly, from 8/24/2015 to 8/3/2016

Evidence of Completion

Enrollment increase and class sections added to the Master Schedule

Action Step 2 5

Monitor Occupational Completion Points (OCP)

Person Responsible

Rosy Diaz-Duque

Schedule

Monthly, from 8/24/2015 to 8/3/2016

Evidence of Completion

OCP Reports from Database Collection, Analysis, and Performance Improvement System (DCAPIS) and Data in Your Hands.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Monitor waiting list to determine whether enough students are available to warrant an additional section of class.

Person Responsible

George Sands

Schedule

Monthly, from 8/24/2015 to 8/3/2016

Evidence of Completion

Increase of class sections offered in school year 2015-16 over the number of sections planned at the beginning of school year 2015-16 as shown in the Master Schedule.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Monitor Database Collection, Analysis, And Performance Improvement System (DCAPIS)

Person Responsible

Rosy Diaz-Duque

Schedule

Biweekly, from 8/24/2015 to 8/3/2016

Evidence of Completion

Internal tracking via Database Collection, Analysis, and Performance Improvement System (DCAPIS) reports on completed OCPs by program and trimester.

G4.B1.S2 Explore program expansion outside of Baker Aviation at both the North and South end of the District. 4

 S195437

Strategy Rationale

More students in attendance and additional physical space will facilitate attainment of additional Occupational Completion Points.

Action Step 1 5

Review Part 147 Regulation and school's operations manual to identify processes for program expansion,

Person Responsible

Rene Mantilla

Schedule

On 9/11/2015

Evidence of Completion

Plan of action for program deployment outside of the current facility.

Action Step 2 5

Monitoring class lists and adding additional class sections. Expand hours of operation.

Person Responsible

George Sands

Schedule

Weekly, from 8/24/2015 to 8/3/2016

Evidence of Completion

Enrollment increase and class sections added to the Master Schedule

Action Step 3 5

Monitor Occupational Completion Points (OCP)

Person Responsible

Rosy Diaz-Duque

Schedule

Monthly, from 8/24/2015 to 8/3/2016

Evidence of Completion

OCP Reports from Database Collection, Analysis, and Performance Improvement System (DCAPIS) and Data in Your Hands.

Action Step 4 5

Conduct District Advisory Meetings to collaborate with Industry to identify highly qualified Aircraft Maintenance Mechanics.

Person Responsible

Rene Mantilla

Schedule

Triannually, from 8/24/2015 to 8/3/2016

Evidence of Completion

List of newly hired instructors to work part-time hourly.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Increase opportunities for students to complete requirements so that they are eligible to earn an OCP.

Person Responsible

George Sands

Schedule

Monthly, from 8/24/2015 to 8/3/2016

Evidence of Completion

Using the Database collection, Analysis, and Performance Improvement System(DCAPIS) and MDCPS Data in Your Hand reports; quantitatively track the total number of OCPs our students complete in the 2015-2016 school year.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Monitor Database Collection, Analysis, And Performance Improvement System (DCAPIS) and M-DCPS Data in Your Hands (DIYH)

Person Responsible

Rosy Diaz-Duque

Schedule

On 7/30/2015

Evidence of Completion

DCAPIS and DIYH Reports

G4.B1.S3 Increase the number of part-time instructors to facilitate additional courses as spaces allows. Identify location(s) to expand physical space to facilitate additional course offerings outside of the current facility. 4

 S195438

Strategy Rationale

More students in attendance and additional physical space will facilitate attainment of additional Occupational Completion Points.

Action Step 1 5

Conduct District Advisory Meetings to collaborate with Industry to identify highly qualified Aircraft Maintenance Mechanics.

Person Responsible

Rene Mantilla

Schedule

Triannually, from 8/24/2015 to 8/3/2016

Evidence of Completion

List of newly hired instructors to work part-time hourly.

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Monitor Data In Your Hands (DIYH). 2. Set # of part-time instructors in June 2015 as a baseline for comparison, as identified in SAP.

Person Responsible

George Sands

Schedule

On 10/15/2015

Evidence of Completion

Increased number of part-time instructors on the substitute list from June 2015.

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

Monitoring class lists and adding additional class sections. Expand hours of operation

Person Responsible

Rosy Diaz-Duque

Schedule


Every 6 Weeks, from 8/24/2015 to 8/3/2016

Evidence of Completion

Increase of class sections offered in school year 2015-2016 over the number of sections planned at the beginning of school year 2015-16 as shown in the Master Schedule.

G4.B2 Difficulty in recruiting highly qualified Aircraft Mechanics who are eligible to teach part-time hourly.

2

 B183806

G4.B2.S1 Increase the number of part-time instructors to allow for additional classes when room space allows. 4

 S195439

Strategy Rationale

More students in attendance will cause more students to finish completion points

Action Step 1 5

Advertise and solicit for additional part-time instructors. Develop a pool of qualified instructors.

Person Responsible

Rene Mantilla

Schedule

Quarterly, from 8/24/2015 to 8/3/2016

Evidence of Completion

Increase in number of instructors on the qualified substitute teacher list over the number listed in 2014.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Monitor Data In Your Hands (DIYH). 2. Set # of part-time instructors in June 2014 as a baseline for comparison, as identified in SAP.

Person Responsible

Rene Mantilla

Schedule

Quarterly, from 8/24/2015 to 8/3/2016

Evidence of Completion

Increased number of part-time instructors on the substitute list from June 2015.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Monitoring class lists and adding additional class sections. Expand hours of operation

Person Responsible

George Sands

Schedule

Every 6 Weeks, from 8/24/2015 to 8/3/2016

Evidence of Completion

Increase of class sections offered in school year 2015-16 over the number of sections planned at the beginning of school year 2015-16 as shown in the Master Schedule.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Meet with Leadership Team and FAA Coordinator to review Part 147 Curriculum deployment in high school dual enrollment program and make necessary changes to lesson plans during instructional collaboration.	Sands, George	8/24/2015	Part 147 Curriculum deployment is more effectively aligned to instructional time available within the secondary school year.	6/9/2016 biweekly
G1.B2.S1.A1	Adjust Airframe and Powerplant shops utilization schedule to facilitate timely completion of all related projects for dual enrolled high school juniors and seniors.	Sands, George	8/24/2015	Increased the availability of Airframe and Powerplant shop time for dual enrolled high school students.	8/3/2016 quarterly
G2.B1.S1.A1	Monitoring class lists and adding additional class sections. Expand hours of operation.	Sands, George	8/24/2015	Enrollment increase and class sections added to the Master Schedule.	8/3/2016 quarterly
G2.B1.S2.A1	Review Part 147 Regulation and school's operations manual to identify processes for program expansion,	Mantilla, Rene	8/24/2015	Plan of action for program deployment outside of the current facility.	8/28/2015 one-time
G2.B2.S1.A1	Advertise and solicit for additional part-time instructors. Develop a pool of qualified instructors.	Mantilla, Rene	8/24/2015	Increase in number of instructors on the qualified substitute teacher list over the number listed in June 2015	8/3/2016 quarterly
G3.B1.S1.A1	Monitoring class lists and adding additional class sections. Expand hours of operation.	Sands, George	8/24/2015	Enrollment increase and class sections added to the Master Schedule	8/3/2016 biweekly
G3.B1.S2.A1	Review Part 147 Regulation and school's operations manual to identify processes for program expansion,	Mantilla, Rene	8/24/2015	Plan of action for program deployment outside of the current facility.	8/3/2016 one-time
G3.B1.S3.A1	Increase the number of part-time instructors to allow for additional classes when room space allows.	Mantilla, Rene	8/24/2015	Increase in number of instructors on the qualified substitute teacher list over the number listed in 2014	8/3/2016 monthly
G3.B2.S1.A1	Advertise and solicit for additional part-time instructors. Develop a pool of qualified instructors.	Mantilla, Rene	8/24/2015	Increase in number of instructors on the qualified substitute teacher list over the number listed in 2014	8/3/2016 quarterly
G4.B1.S1.A1	Monitoring class lists and adding additional class sections. Expand hours of operation.	Sands, George	8/24/2015	Enrollment increase and class sections added to the Master Schedule	8/3/2016 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S2.A1	Review Part 147 Regulation and school's operations manual to identify processes for program expansion,	Mantilla, Rene	8/24/2015	Plan of action for program deployment outside of the current facility.	9/11/2015 one-time
G4.B1.S3.A1	Conduct District Advisory Meetings to collaborate with Industry to identify highly qualified Aircraft Maintenance Mechanics.	Mantilla, Rene	8/24/2015	List of newly hired instructors to work part-time hourly.	8/3/2016 triannually
G4.B2.S1.A1	Advertise and solicit for additional part-time instructors. Develop a pool of qualified instructors.	Mantilla, Rene	8/24/2015	Increase in number of instructors on the qualified substitute teacher list over the number listed in 2014.	8/3/2016 quarterly
G1.B1.S1.A2	Create a testing schedule that ensures that FAA Qualifying and Written Examinations are conducted prior to the end of the secondary school year.	Sands, George	8/24/2015	Increased number of dual enrolled students tested in FAA Qualifying and Written Exams as documented in the Database Collection, Analysis, and Performance Improvement System (DCAPIS).	6/9/2016 weekly
G2.B1.S1.A2	Monitor Occupational Completion Points (OCP)	Diaz-Duque, Rosy	8/24/2015	OCP Reports from Database Collection, Analysis, and Performance Improvement System (DCAPIS) and Data in Your Hands.	8/3/2016 quarterly
G3.B1.S1.A2	Monitor Occupational Completion Points (OCPs).	Diaz-Duque, Rosy	8/24/2015	OCP Reports from Database Collection, Analysis, and Performance Improvement System (DCAPIS) and Data in Your Hands.	8/3/2016 monthly
G4.B1.S1.A2	Monitor Occupational Completion Points (OCP)	Diaz-Duque, Rosy	8/24/2015	OCP Reports from Database Collection, Analysis, and Performance Improvement System (DCAPIS) and Data in Your Hands.	8/3/2016 monthly
G4.B1.S2.A2	Monitoring class lists and adding additional class sections. Expand hours of operation.	Sands, George	8/24/2015	Enrollment increase and class sections added to the Master Schedule	8/3/2016 weekly
G1.B1.S1.A3	Adjust Airframe and Powerplant shops utilization schedule to facilitate timely completion of all related projects for dual enrolled high school juniors and seniors.	Sands, George	8/24/2015	Increased the availability of Airframe and Powerplant shop time for dual enrolled high school students.	6/9/2016 monthly
G2.B1.S1.A3	Review Part 147 Regulation and school's operations manual to identify processes for program expansion,	Mantilla, Rene	8/24/2015	Plan of action for program deployment outside of the current facility.	8/3/2016 one-time
G3.B1.S1.A3	Review Part 147 Regulation and school's operations manual to identify processes for program expansion.	Mantilla, Rene	8/24/2015	Plan of action for program deployment outside of the current facility.	8/3/2016 one-time
G4.B1.S2.A3	Monitor Occupational Completion Points (OCP)	Diaz-Duque, Rosy	8/24/2015	OCP Reports from Database Collection, Analysis, and Performance Improvement System (DCAPIS) and Data in Your Hands.	8/3/2016 monthly
G2.B1.S1.A4	Conduct District Advisory Meetings to collaborate with Industry to identify highly qualified Aircraft Maintenance Mechanics.	Mantilla, Rene	8/24/2015	Minutes of Advisory council meetings. Increase in pool of available part-time hourly instructors.	8/3/2016 triannually
G3.B1.S1.A4	Conduct District Advisory Meetings to collaborate with Industry to identify highly qualified Aircraft Maintenance Mechanics.	Mantilla, Rene	8/24/2015	List of newly hired instructors to work part-time hourly.	8/3/2016 triannually
G4.B1.S2.A4	Conduct District Advisory Meetings to collaborate with Industry to identify highly qualified Aircraft Maintenance Mechanics.	Mantilla, Rene	8/24/2015	List of newly hired instructors to work part-time hourly.	8/3/2016 triannually
G1.MA1	Quantitatively measure the number of industry certifications completed by students. Calculate how many students have taken an industry certifying exam.	Diaz-Duque, Rosy	8/24/2015	Quantitatively measure the number of industry certifications completed by students in the 2015-2016 school year. Data will be compiled from: 1.	8/3/2016 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				Gradebook District Assessment entries 2. Database Collection, Analysis, and Performance Improvement System (DCAPIS) entries. 3. MDCPS Data in Your Hand reports.	
G1.B1.S1.MA1	Monitor Database Collection, Analysis, And Performance Improvement System (DCAPIS) and M-DCPS Data in Your Hands (DIYH)	Diaz-Duque, Rosy	8/24/2015	DCAPIS and DIYH Reports	8/3/2016 one-time
G1.B1.S1.MA1	Monitor waiting list to determine whether enough students are available to warrant an additional section of class. Keep track of additional sections offered in SY 2015-2016.	Sands, George	8/24/2015	Increase of class sections offered in school year 2015-16 over the number of sections planned at the beginning of school year 2015-16 as shown in the Master Schedule.	8/3/2016 quarterly
G1.B2.S1.MA1	Monitoring class lists and adding additional class sections. Expand hours of operation, if possible.	Sands, George	8/24/2015	Increase of class sections offered in school year 2015-2016 over the number of sections planned at the beginning of school year 2015-16 as shown in the Master Schedule.	8/3/2016 every-6-weeks
G1.B2.S1.MA1	Set # of part-time instructors in June 2015 as a baseline for comparison, as identified in SAP.	Mantilla, Rene	8/24/2015	Increased number of part-time instructors on the substitute list from those available in June 2015.	8/3/2016 quarterly
G2.MA1	Monitor Database Collection, Analysis, and Performance Improvement System (DCAPIS)	Mantilla, Rene	8/24/2015	Quantitatively measure the number of OCPs completed by students, as well as, the increase in student contact hours as shown in Database Collection, Analysis, And Performance Improvement System (DCAPIS) reports as well as Data in Your Hands.	8/3/2016 quarterly
G2.B1.S1.MA1	Monitor Database Collection, Analysis, And Performance Improvement System (DCAPIS)	Diaz-Duque, Rosy	8/24/2015	Internal tracking via Database Collection, Analysis, and Performance Improvement System (DCAPIS) reports on completed OCPs by program and trimester.	8/3/2016 quarterly
G2.B1.S1.MA1	Monitor waiting list to determine whether enough students are available to warrant an additional section of class. Keep track of additional sections offered in SY 2015-2016.	Sands, George	8/24/2015	Increase of class sections offered in school year 2015-16 over the number of sections planned at the beginning of school year 2015-16 as shown in the Master Schedule.	8/3/2016 biweekly
G2.B2.S1.MA1	Monitoring class lists and adding additional class sections. Expand hours of operation	Sands, George	8/24/2015	Increase of class sections offered in school year 2015-2016 over the number of sections planned at the beginning of school year 2015-16 as shown in the Master Schedule.	8/3/2016 every-6-weeks
G2.B2.S1.MA1	Monitor Data In Your Hands (DIYH). 2. Set # of part-time instructors in June 2014 as a baseline for comparison, as identified in SAP.	Mantilla, Rene	8/24/2015	Increased number of part-time instructors on the substitute list from June 2015.	8/3/2016 quarterly
G2.B1.S2.MA1	Monitor Database Collection, Analysis, And Performance Improvement System (DCAPIS)	Diaz-Duque, Rosy	8/24/2015	DCAPIS and DHIH Reports	8/3/2016 quarterly
G2.B1.S2.MA1	Increase opportunities for students to complete requirements so that they are eligible to earn an OCP.	Sands, George	8/24/2015	Using the Database collection, Analysis, and Performance Improvement System(DCAPIS) and MDCPS Data in Your Hand reports; quantitatively track the total number of OCPs our students complete in the 2015-2016 school year.	8/3/2016 monthly
G3.MA1	Monitor Database Collection, Analysis, And Performance Improvement System (DCAPIS)	Mantilla, Rene	8/24/2015	Quantitatively measure the number of OCPs completed by students, as well as, the increase in student contact hours as shown in Database Collection, Analysis, And Performance	8/3/2016 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				Improvement System (DCAPIS) reports as well as Data in Your Hands.	
G3.B1.S1.MA1	Monitor Database Collection, Analysis, and Performance Improvement System (DCAPIS)	Diaz-Duque, Rosy	8/24/2015	Internal tracking via Database Collection, Analysis, and Performance Improvement System (DCAPIS) reports on completed OCPs by program and trimester.	8/3/2016 quarterly
G3.B1.S1.MA1	Monitor waiting list to determine whether enough students are available to warrant an additional section of class.	Sands, George	8/24/2015	Increase of class sections offered in school year 2015-2016 over the number of sections planned at the beginning of school year 2015-16 as shown in the Master Schedule.	8/3/2016 biweekly
G3.B2.S1.MA1	Monitoring class lists and adding additional class sections. Expand hours of operation	Sands, George	8/24/2015	Increase of class sections offered in school year 2014-2015 over the number of sections planned at the beginning of school year 2015-16 as shown in the Master Schedule.	8/3/2016 every-6-weeks
G3.B2.S1.MA1	Monitor Data In Your Hands (DIYH). 2. Set # of part-time instructors in June 2013 as a baseline for comparison, as identified in SAP.	Mantilla, Rene	8/24/2015	Increased number of part-time instructors on the substitute list from June 2015.	8/3/2016 quarterly
G3.B1.S2.MA1	Monitor Database Collection, Analysis, and Performance Improvement System (DCAPIS)	Diaz-Duque, Rosy	10/5/2015	DCAPIS and DIYH Reports	8/3/2016 quarterly
G3.B1.S2.MA1	Increase opportunities for students to complete requirements so that they are eligible to earn an OCP.	Sands, George	8/24/2015	Using the Database collection, Analysis, and Performance Improvement System(DCAPIS) and MDCPS Data in Your Hand reports; quantitatively track the total number of OCPs our students complete in the 2015-2016 school year.	8/3/2016 monthly
G3.B1.S3.MA1	Monitoring class lists and adding additional class sections. Expand hours of operation	Diaz-Duque, Rosy	8/24/2015	Increase of class sections offered in school year 2015-2016 over the number of sections planned at the beginning of school year 2015-16 as shown in the Master Schedule.	8/3/2016 every-6-weeks
G3.B1.S3.MA1	Monitor Data In Your Hands (DIYH). 2. Set # of part-time instructors in June 2015 as a baseline for comparison, as identified in SAP.	Sands, George	8/24/2015	Increased number of part-time instructors on the substitute list from June 2014.	8/3/2016 monthly
G4.MA1	Monitor Database Collection, Analysis, And Performance Improvement System (DCAPIS).	Mantilla, Rene	8/24/2015	Quantitatively measure the number of OCPs completed by students, as well as, the increase in student contact hours as shown in Database Collection, Analysis, and Performance Improvement System (DCAPIS) reports as well as Data in Your Hands.	8/3/2016 quarterly
G4.B1.S1.MA1	Monitor Database Collection, Analysis, And Performance Improvement System (DCAPIS)	Diaz-Duque, Rosy	8/24/2015	Internal tracking via Database Collection, Analysis, and Performance Improvement System (DCAPIS) reports on completed OCPs by program and trimester.	8/3/2016 biweekly
G4.B1.S1.MA1	Monitor waiting list to determine whether enough students are available to warrant an additional section of class.	Sands, George	8/24/2015	Increase of class sections offered in school year 2015-16 over the number of sections planned at the beginning of school year 2015-16 as shown in the Master Schedule.	8/3/2016 monthly
G4.B2.S1.MA1	Monitoring class lists and adding additional class sections. Expand hours of operation	Sands, George	8/24/2015	Increase of class sections offered in school year 2015-16 over the number of sections planned at the beginning of school year 2015-16 as shown in the Master Schedule.	8/3/2016 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B2.S1.MA1	Monitor Data In Your Hands (DIYH). 2. Set # of part-time instructors in June 2014 as a baseline for comparison, as identified in SAP.	Mantilla, Rene	8/24/2015	Increased number of part-time instructors on the substitute list from June 2015.	8/3/2016 quarterly
G4.B1.S2.MA1	Monitor Database Collection, Analysis, And Performance Improvement System (DCAPIS) and M-DCPS Data in Your Hands (DIYH)	Diaz-Duque, Rosy	8/25/2014	DCAPIS and DIYH Reports	7/30/2015 one-time
G4.B1.S2.MA1	Increase opportunities for students to complete requirements so that they are eligible to earn an OCP.	Sands, George	8/24/2015	Using the Database collection, Analysis, and Performance Improvement System(DCAPIS) and MDCPS Data in Your Hand reports; quantitatively track the total number of OCPs our students complete in the 2015-2016 school year.	8/3/2016 monthly
G4.B1.S3.MA1	Monitoring class lists and adding additional class sections. Expand hours of operation	Diaz-Duque, Rosy	8/24/2015	Increase of class sections offered in school year 2015-2016 over the number of sections planned at the beginning of school year 2015-16 as shown in the Master Schedule.	8/3/2016 every-6-weeks
G4.B1.S3.MA1	Monitor Data In Your Hands (DIYH). 2. Set # of part-time instructors in June 2015 as a baseline for comparison, as identified in SAP.	Sands, George	10/15/2015	Increased number of part-time instructors on the substitute list from June 2015.	10/15/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

G2. Increase by 3% the number of Occupational; Completion Points earned in General from 137 in school year 2014-2015, to 141 in school year 2015-2016. Baseline: 137 Target: 141

G2.B1 Baker Aviation is near full capacity; therefore, some students cannot register for classes in the proper sequence to complete their program in a timely manner. As a result increasing enrollment in future years is difficult due to the physical constraints of the facility.

G2.B1.S1 Add additional sections to allow students on waiting lists the opportunity to attend required classes.

PD Opportunity 1

Monitor Occupational Completion Points (OCP)

Facilitator

MDCPS -Department of Career and Technical Education

Participants

Instructors and Administrators

Schedule

Quarterly, from 8/24/2015 to 8/3/2016

G3. Increase by 3% the number of Occupational; Completion Points earned in Airframe from 84 in school year 2014-2015, to 87 in school year 2015-2016. Baseline: 84 Target: 87

G3.B1 Baker Aviation is near full capacity; therefore, some students cannot register for classes in the proper sequence required to complete their program in a timely manner. As a result, increasing our enrollment in future years is difficult due to the physical constraints of the facility

G3.B1.S1 Add additional sections to allow students on waiting lists the opportunity to attend required classes.

PD Opportunity 1

Monitor Occupational Completion Points (OCPs).

Facilitator

MDCPS -Department of Career and Technical Education

Participants

Instructors and Administrators

Schedule

Monthly, from 8/24/2015 to 8/3/2016

G4. Increase by 3% the number of Occupational; Completion Points earned in Powerpoint from 90 in school year 2014-2015, to 93 in school year 2015-2016. Baseline: 90 Target: 93

G4.B1 Baker Aviation is near full capacity; therefore, some students cannot register for classes in the proper sequence required to complete their program in a timely manner. As a result, increasing our enrollment in future years is difficult due to the physical constraints of the facility

G4.B1.S1 Add additional sections to allow students on waiting lists the opportunity to attend required classes.

PD Opportunity 1

Monitor Occupational Completion Points (OCP)

Facilitator

MDCPS -Department of Career and Technical Education

Participants

Instructors and Administrators

Schedule

Monthly, from 8/24/2015 to 8/3/2016

Technical Assistance Items

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

G1. Increase by 3% the number of FAA and FCC Industry Certifications earned from 186 in school year 2014-2015, to 191 in school year 2015-2016. Baseline: 186 Target: 191

G1.B1 Contact hours required in the Airframe and Powerplant programs and actual instructional time has not allowed for time for high school dual enrolled students to take FAA Qualifying and Written Examinations within the school year.

G1.B1.S1 Effective and efficient utilization of instructional time and streamlining of non-essential curriculum to facilitate additional time to conduct FAA Qualifying exams and Written Exams.

PD Opportunity 1

Meet with Leadership Team and FAA Coordinator to review Part 147 Curriculum deployment in high school dual enrollment program and make necessary changes to lesson plans during instructional collaboration.

Facilitator

Patrick Heron, Instructor, FAA Coordinator; Ms. Vivian Garcia, PD Facilitator; District PD office

Participants

Instructors, Administrators

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Budget

Budget Data			
1	G1.B1.S1.A1	Meet with Leadership Team and FAA Coordinator to review Part 147 Curriculum deployment in high school dual enrollment program and make necessary changes to lesson plans during instructional collaboration.	\$0.00
2	G1.B1.S1.A2	Create a testing schedule that ensures that FAA Qualifying and Written Examinations are conducted prior to the end of the secondary school year.	\$0.00
3	G1.B1.S1.A3	Adjust Airframe and Powerplant shops utilization schedule to facilitate timely completion of all related projects for dual enrolled high school juniors and seniors.	\$0.00
4	G1.B2.S1.A1	Adjust Airframe and Powerplant shops utilization schedule to facilitate timely completion of all related projects for dual enrolled high school juniors and seniors.	\$0.00
5	G2.B1.S1.A1	Monitoring class lists and adding additional class sections. Expand hours of operation.	\$0.00
6	G2.B1.S1.A2	Monitor Occupational Completion Points (OCP)	\$0.00

Budget Data

7	G2.B1.S1.A3	Review Part 147 Regulation and school's operations manual to identify processes for program expansion,	\$0.00
8	G2.B1.S1.A4	Conduct District Advisory Meetings to collaborate with Industry to identify highly qualified Aircraft Maintenance Mechanics.	\$0.00
9	G2.B1.S2.A1	Review Part 147 Regulation and school's operations manual to identify processes for program expansion,	\$0.00
10	G2.B2.S1.A1	Advertise and solicit for additional part-time instructors. Develop a pool of qualified instructors.	\$0.00
11	G3.B1.S1.A1	Monitoring class lists and adding additional class sections. Expand hours of operation.	\$0.00
12	G3.B1.S1.A2	Monitor Occupational Completion Points (OCPs).	\$0.00
13	G3.B1.S1.A3	Review Part 147 Regulation and school's operations manual to identify processes for program expansion.	\$0.00
14	G3.B1.S1.A4	Conduct District Advisory Meetings to collaborate ith Industry to identifiy highly qualified Aircraft Maintenance Mechanics.	\$0.00
15	G3.B1.S2.A1	Review Part 147 Regulation and school's operations manual to identify processes for program expansion,	\$0.00
16	G3.B1.S3.A1	Increase the number of part-time instructors to allow for additional classes when room space allows.	\$0.00
17	G3.B2.S1.A1	Advertise and solicit for additional part-time instructors. Develop a pool of qualified instructors.	\$0.00
18	G4.B1.S1.A1	Monitoring class lists and adding additional class sections. Expand hours of operation.	\$0.00
19	G4.B1.S1.A2	Monitor Occupational Completion Points (OCP)	\$0.00
20	G4.B1.S2.A1	Review Part 147 Regulation and school's operations manual to identify processes for program expansion,	\$0.00
21	G4.B1.S2.A2	Monitoring class lists and adding additional class sections. Expand hours of operation.	\$0.00
22	G4.B1.S2.A3	Monitor Occupational Completion Points (OCP)	\$0.00
23	G4.B1.S2.A4	Conduct District Advisory Meetings to collaborate ith Industry to identifiy highly qualified Aircraft Maintenance Mechanics.	\$0.00
24	G4.B1.S3.A1	Conduct District Advisory Meetings to collaborate with Industry to identify highly qualified Aircraft Maintenance Mechanics.	\$0.00
25	G4.B2.S1.A1	Advertise and solicit for additional part-time instructors. Develop a pool of qualified instructors.	\$0.00
Total:			\$0.00