

Miami-Dade County Public Schools

George T. Baker Aviation Technical College



2017-18 Schoolwide Improvement Plan

George T. Baker Aviation Technical College

3275 NW 42ND AVE, Miami, FL 33142

<http://www.bakeraviation.edu>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 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 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	14
Goals Summary	14
Goals Detail	14
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	39
Appendix 2: Professional Development and Technical Assistance Outlines	42
Professional Development Opportunities	42
Technical Assistance Items	43
Appendix 3: Budget to Support Goals	43

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for George T. Baker Aviation Technical College

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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 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 school 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 school to accomplish this mission.

b. Provide the school's vision statement.

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

2. School Environment

a. 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, 31 instructional and 14 non-instructional personnel. The technical college also employs part-time instructional and non-instructional personnel. Approximately 347 high school students and 768 adult students are enrolled in the following programs:

1. Airframe Maintenance Technician
2. Powerplant Maintenance Technician

3. Avionics System Technician
4. 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.

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

To accomplish its 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 its mission.

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.

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.

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.

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.

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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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

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	
One or more suspensions	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	
Level 1 on statewide assessment	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	

c. 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

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

NOT APPLICABLE - POST SECONDARY TECHNICAL COLLEGE

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.

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.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Hidalgo, Ciro	Principal
Sands, George	Assistant Principal
Ramirez, Alexandre	Teacher, Career/Technical
Carter, Howard	Teacher, Career/Technical
Figueroa, Leticia	Teacher, Career/Technical
Flores, Rick	Teacher, Career/Technical
Heron, Patrick	Teacher, Career/Technical
Saint-Phard, Jean	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 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.

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.

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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ciro Hidalgo	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
Vanessa Gonzalez	Education Support Employee
Huete Rodrigo	Business/Community
Jonathan Pineda	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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.

b. 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.

c. 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.

2. 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..

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

No

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.

POST SECONDARY ADULT VOCATIONAL - NOT APPLICABLE

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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.

2. 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.

3. 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.

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.

POST SECONDARY ADULT TECHNICAL COLLEGE - NOT APPLICABLE

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.

POST SECONDARY ADULT TECHNICAL COLLEGE - NOT APPLICABLE

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: 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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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

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.

POST SECONDARY ADULT TECHNICAL COLLEGE - NOT APPLICABLE

2. 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

3. 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

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.

POST SECONDARY ADULT VOCATIONAL - NOT APPLICABLE

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.** By December 2017, the CTE student completion rate will meet or exceed the required 60% as evidenced by the technical college's 2017 Council on Occupational Education (COE) Annual Report.
- G2.** By December 2017, the CTE student job placement attainment rate will meet or exceed the required 70% as evidenced by the technical college's 2017 Council on Occupational Education (COE) Annual Report.
- G3.** By December 2017, the CTE student industry certification(s)/licensure(s) attainment rate will meet or exceed the required 70% as evidenced by the technical college's 2017 Council on Occupational Education (COE) Annual Report.

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. By December 2017, the CTE student completion rate will meet or exceed the required 60% as evidenced by the technical college's 2017 Council on Occupational Education (COE) Annual Report. 1a

G096739

Targets Supported 1b

Indicator	Annual Target
CTE Program Concentrator Rate	60.0

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.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Advisory Council, Industry Partners, and District personnel.
- Highly qualified AMT instructors and Technical Personnel Examiners (TPEs).

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Ciro Hidalgo

Schedule

Every 6 Weeks, from 10/9/2017 to 8/2/2018

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.

G2. By December 2017, the CTE student job placement attainment rate will meet or exceed the required 70% as evidenced by the technical college's 2017 Council on Occupational Education (COE) Annual Report. 1a

G096740

Targets Supported 1b

Indicator	Annual Target
CTE Program Concentrator Rate	70.0

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.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Highly qualified AMT instructors and Technical Personnel Examiners (TPEs).
- District Advisory Council, Industry Partners, and District personnel.

Plan to Monitor Progress Toward G2. 8

Quantitatively measure the number of job placements of students.

Person Responsible

Rosy Diaz-Duque

Schedule

Triannually, from 10/9/2017 to 8/2/2018

Evidence of Completion

Students placed in an aviation job, or continues in education, or meets the COE definition of a placement.. 1. Database Collection, Analysis, and Performance Improvement System (DCAPIS) entries. 2. Local placement data form 3. COE annual Report

G3. By December 2017, the CTE student industry certification(s)/licensure(s) attainment rate will meet or exceed the required 70% as evidenced by the technical college's 2017 Council on Occupational Education (COE) Annual Report. 1a

G096741

Targets Supported 1b

Indicator	Annual Target
CTE Industry Certification Exam Passing Rate	100.0

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.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Advisory Council, Industry Partners, and District personnel.
- Highly qualified AMT instructors and Technical Personnel Examiners (TPEs).

Plan to Monitor Progress Toward G3. 8

Monitor Database Collection, Analysis, and Performance Improvement System (DCAPIS). Review COE annual report.

Person Responsible

Rosy Diaz-Duque

Schedule

Every 6 Weeks, from 10/9/2017 to 8/2/2018

Evidence of Completion

Quantitatively measure the number of OCPs completed by students as shown in Database Collection, Analysis, And Performance Improvement System (DCAPIS) reports. Additionally, monitor the CTE student industry certification(s)/licensure(s) attainment rate.

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

 = Problem Solving Step  S123456 = Quick Key

G1. By December 2017, the CTE student completion rate will meet or exceed the required 60% as evidenced by the technical college's 2017 Council on Occupational Education (COE) Annual Report. **1**

 G096739

G1.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**

 B260226

G1.B1.S1 Add additional sections to allow students on waiting lists the opportunity to attend required classes. **4**

 S275659

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

Jean Saint-Phard

Schedule

Triannually, from 10/9/2017 to 8/2/2018

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

Triannually, from 10/9/2017 to 8/2/2018

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

Ciro Hidalgo

Schedule

On 11/22/2017

Evidence of Completion

Plan of action for development of student cohort to take place during GTBATC down-time (1PM-5PM)

Action Step 4 5

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

Person Responsible

Ciro Hidalgo

Schedule

Semiannually, from 9/27/2017 to 5/23/2018

Evidence of Completion

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

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 2017-2018

Person Responsible

Jean Saint-Phard

Schedule

Every 3 Weeks, from 10/9/2017 to 8/2/2018

Evidence of Completion

Increase of class sections offered in school year 2017-18 over the number of sections planned at the beginning of school year 2017-18 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)

Person Responsible

Rosy Diaz-Duque

Schedule

Triannually, from 10/9/2017 to 8/2/2018

Evidence of Completion

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

G1.B1.S2 Explore program expansion By adding a cohort section to be taught at an available time. 4

 S275660

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

Ciro Hidalgo

Schedule

On 11/22/2017

Evidence of Completion

Plan of action for development of a cohort class to take place during GTBATC slack-time (1PM-5PM)

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Keep track of additional classes over the course of school year 2017-18

Person Responsible

Jean Saint-Phard

Schedule

Every 3 Weeks, from 10/9/2017 to 8/2/2018

Evidence of Completion

Increase in class sections offered at new times during the school day.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Monitor database Collection, Analysis, and Performance Improvement System (DCAPIS). Monitor changes to the master schedule.

Person Responsible

Rosy Diaz-Duque


Schedule

Triannually, from 10/9/2017 to 8/2/2018

Evidence of Completion

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

G1.B2 Difficulty in recruiting highly qualified Aircraft Maintenance Mechanics who are eligible to teach part-time hourly. 2

 B260227

G1.B2.S1 Increase the number of part-time instructors to allow for additional classes when room space allows. 4

 S275661

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

Ciro Hidalgo

Schedule

Quarterly, from 10/30/2017 to 8/2/2018

Evidence of Completion

Increase in number of instructors on the qualified substitute teacher list over the number listed in June 2017

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

Monitor Data In Your Hands (DIYH). 2. Set # of part-time instructors in June 2017 as a baseline for comparison, as identified in SAP.

Person Responsible

Ciro Hidalgo

Schedule

Quarterly, from 10/9/2017 to 8/2/2018

Evidence of Completion

Increased number of part-time instructors on the substitute list from June 2017.

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

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

Person Responsible

Jean Saint-Phard

Schedule

Triannually, from 8/21/2017 to 8/2/2018


Evidence of Completion

Increase of class sections offered in school year 2017-2018 over the number of sections planned at the beginning of school year 2017-18 as shown in the Master Schedule.

G2. By December 2017, the CTE student job placement attainment rate will meet or exceed the required 70% as evidenced by the technical college's 2017 Council on Occupational Education (COE) Annual Report. **1**

 G096740

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**

 B260228

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

 S275662

Strategy Rationale

More students in attendance and additional physical space will facilitate attainment of additional Occupational Completion Points, therefore increase students ready for job placement

Action Step 1 **5**

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

Person Responsible

Jean Saint-Phard

Schedule

Every 6 Weeks, from 10/9/2017 to 9/7/2018

Evidence of Completion

Enrollment increase and class sections added to the Master Schedule.

Action Step 2 **5**

Monitor job placement as defined by COE

Person Responsible

Rosy Diaz-Duque

Schedule

Every 6 Weeks, from 10/9/2017 to 8/2/2018

Evidence of Completion

Increase in the completion of the local placement data forms

Action Step 3 5

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

Person Responsible

Ciro Hidalgo

Schedule

On 11/22/2017

Evidence of Completion

Plan of action to develop a cohort of students to attend during downtime hours(1PM-5PM)

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 2017-2018

Person Responsible

Jean Saint-Phard

Schedule

Triannually, from 10/9/2017 to 8/2/2018

Evidence of Completion

Increase in the number of courses actual conducted over the number of courses planned at the beginning of School Year 2017-18

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

Monitor Database Collection, Analysis, And Performance Improvement System (DCAPIS). Monitor the annual Council of Occupational Education (COE) report for placement data.

Person Responsible

Rosy Diaz-Duque

Schedule

Triannually, from 10/9/2017 to 8/2/2018

Evidence of Completion

Students meeting the Council of Occupational Education (COE) definition of a placement.

G2.B1.S2 Explore program expansion By adding a cohort section to be taught at an available time. 4

 S275663

Strategy Rationale

More students in attendance and additional physical space will facilitate attainment of additional Occupational Completion Points, therefore increase students ready for job placement

Action Step 1 5

Explore program expansion by adding a cohort of students to be taught at an available time.

Person Responsible

Ciro Hidalgo

Schedule

On 11/22/2017

Evidence of Completion

Memo on the results of establishing a student cohort during off-hours or minutes of the leadership meeting where the idea is discussed.

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

Monitor class waiting lists to determine whether enough students are available to warrant an additional section of class. Keep track of additional sections offered on SY 2017-2018.

Person Responsible

Jean Saint-Phard

Schedule

Every 3 Weeks, from 10/9/2017 to 8/2/2018

Evidence of Completion

Increase in actual class sections offered in school year (SY) 2017-2018 over the number of sections originally planned at the beginning of SY 2017-2018 as shown in the master schedule.

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

Monitor Database Collection, Analysis, and Performance Improvement System (DCAPIS) for OCP and Licensure information. Review and track GTBATC local placement data forms. Track student placements as defined by the Council of Occupational Education (COE).

Person Responsible

Rosy Diaz-Duque


Schedule

Triannually, from 10/9/2017 to 8/2/2018

Evidence of Completion

Review and track GTBATC local placement data forms. COE annual report.

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

 B260229

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

 S275664

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

Jean Saint-Phard

Schedule

Triannually, from 10/9/2017 to 8/2/2018

Evidence of Completion

Increase of class sections offered in school year 2017-18 over the number of sections planned at the beginning of school year 2017-18 as shown in the Master Schedule.

Action Step 2 **5**

Monitor Occupational Completion Points (OCP)

Person Responsible

Rosy Diaz-Duque

Schedule

Triannually, from 10/9/2017 to 8/2/2018

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

Ciro Hidalgo

Schedule

On 1/30/2018

Evidence of Completion

Plan of action for development of student cohort to take place during GTBATC down-time (1PM-5PM)

Action Step 4 5

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

Person Responsible

Ciro Hidalgo

Schedule

Semiannually, from 10/9/2017 to 5/23/2018

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.B2.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 2017-2018

Person Responsible

Jean Saint-Phard

Schedule

Every 3 Weeks, from 10/9/2017 to 8/2/2018

Evidence of Completion

Increase of class sections offered in school year 2017-18 over the number of sections planned at the beginning of school year 2017-18 as shown in the Master Schedule.

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

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

Person Responsible

Rosy Diaz-Duque

Schedule

On 8/2/2018

Evidence of Completion

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

G2.B2.S2 Explore program expansion By adding a cohort section to be taught at an available time. 4

 S275665

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

Ciro Hidalgo

Schedule

On 11/22/2017

Evidence of Completion

Memo on the results of establishing a student cohort during off-hours or minutes of the leadership meeting where the idea is discussed.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

1. Monitor Data in your Hand (DIYH). 2. Set number of part-time instructors in June 2017 as a baseline for comparison, as identified in SAP

Person Responsible

Ciro Hidalgo

Schedule

Quarterly, from 10/9/2017 to 8/2/2018

Evidence of Completion

Increased number of part-time instructors on the substitute list from June 2017.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Increase the number of available substitute teachers for short term additional class sections.

Person Responsible

Jean Saint-Phard

Schedule

On 8/2/2018

Evidence of Completion

Increase the number of course sections offered in SY 2017-2018 over the original number offered on the August 2017 master schedule.

G3. By December 2017, the CTE student industry certification(s)/licensure(s) attainment rate will meet or exceed the required 70% as evidenced by the technical college's 2017 Council on Occupational Education (COE) Annual Report. **1**

 G096741

G3.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**

 B260230

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

 S275666

Strategy Rationale

More students in attendance and additional physical space will facilitate attainment of additional Occupational Completion Points. Completion of programs will lead to more students eligible for industry certification(s)/licensure(s) attainment

Action Step 1 **5**

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

Person Responsible

Jean Saint-Phard

Schedule

Triannually, from 10/2/2017 to 8/1/2018

Evidence of Completion

Enrollment increase and class sections added to the Master Schedule.

Action Step 2 **5**

Monitor Occupational Completion Points (OCP). Additionally, track student receiving full certification or licensure.

Person Responsible

Rosy Diaz-Duque

Schedule

Triannually, from 10/2/2017 to 8/1/2018

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

Ciro Hidalgo

Schedule

On 1/30/2018

Evidence of Completion

Plan of action for development of student cohort to take place during GTBATC down -time (1PM-5PM)

Action Step 4 5

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

Person Responsible

Ciro Hidalgo

Schedule

Semiannually, from 9/27/2017 to 5/23/2018

Evidence of Completion

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

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.

Keep track of additional sections offered in SY 2017-2018

Person Responsible

Jean Saint-Phard

Schedule

Triannually, from 10/2/2017 to 8/2/2018

Evidence of Completion

Increase of class sections offered in school year 2016-17 over the number of sections planned at the beginning of school year 2016-17 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

Triannually, from 10/2/2017 to 8/2/2018

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 By adding a cohort section to be taught at an available time. 4

 S275667

Strategy Rationale

More students in attendance and additional physical space will facilitate attainment of additional Occupational Completion Points. Completion of programs will lead to more students eligible for industry certification(s)/licensure(s) attainment

Action Step 1 5

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

Person Responsible

Ciro Hidalgo

Schedule

On 11/22/2017

Evidence of Completion

Plan of action for development of a cohort class to take place during GTBATC slack-time (1PM-5PM)

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. Increase student opportunities for CTE student industry certification(s)/licensure.

Person Responsible

Jean Saint-Phard

Schedule

Monthly, from 10/2/2017 to 8/1/2018

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 2016-2017 school year. Track CTE student industry certification(s)/licensure completion.

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

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

Person Responsible

Rosy Diaz-Duque


Schedule

Triannually, from 10/2/2017 to 8/1/2018

Evidence of Completion

DCAPIS and DHIH Reports and COE annual report.

G3.B2 Difficulty in recruiting highly qualified Aircraft Maintenance Mechanics who are eligible to teach part-time hourly. 2

 B260231

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

 S275668

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

Ciro Hidalgo

Schedule

Quarterly, from 10/9/2017 to 8/2/2018

Evidence of Completion

Increase in number of instructors on the qualified substitute teacher list over the number listed in June 2017

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

1. Monitor Data In Your Hands (DIYH). 2. Set # of part-time instructors in June 2017 as a baseline for comparison, as identified in SAP.

Person Responsible

Ciro Hidalgo

Schedule

Quarterly, from 10/9/2017 to 8/2/2018

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

Jean Saint-Phard


Schedule

Every 6 Weeks, from 10/9/2017 to 8/2/2018
















Evidence of Completion

Increase of class sections offered in school year 2017-2018 over the number of sections planned at the beginning of school year 2017-18 as shown in the Master Schedule.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.A3  A370343	Review Part 147 Regulation and school's operations manual to identify processes for program...	Hidalgo, Ciro	11/6/2017	Plan of action for development of student cohort to take place during GTBATC down-time (1PM-5PM)	11/22/2017 one-time
G2.B1.S1.A3  A370349	Review Part 147 Regulation and school's operations manual to identify processes for program...	Hidalgo, Ciro	11/6/2017	Plan of action to develop a cohort of students to attend during downtime hours(1PM-5PM)	11/22/2017 one-time
G1.B1.S2.A1  A370345	Review Part 147 Regulation and school's operations manual to identify processes for program...	Hidalgo, Ciro	11/6/2017	Plan of action for development of a cohort class to take place during GTBATC slack-time (1PM-5PM)	11/22/2017 one-time
G2.B1.S2.A1  A370350	Explore program expansion by adding a cohort of students to be taught at an available time.	Hidalgo, Ciro	11/6/2017	Memo on the results of establishing a student cohort during off-hours or minutes of the leadership meeting where the idea is discussed.	11/22/2017 one-time
G2.B2.S2.A1  A370355	Review Part 147 Regulation and school's operations manual to identify processes for program...	Hidalgo, Ciro	11/6/2017	Memo on the results of establishing a student cohort during off-hours or minutes of the leadership meeting where the idea is discussed.	11/22/2017 one-time
G3.B1.S2.A1  A370360	Review Part 147 Regulation and school's operations manual to identify processes for program...	Hidalgo, Ciro	10/11/2017	Plan of action for development of a cohort class to take place during GTBATC slack-time (1PM-5PM)	11/22/2017 one-time
G2.B2.S1.A3  A370353	Review Part 147 Regulation and school's operations manual to identify processes for program...	Hidalgo, Ciro	11/6/2017	Plan of action for development of student cohort to take place during GTBATC down-time (1PM-5PM)	1/30/2018 one-time
G3.B1.S1.A3  A370358	Review Part 147 Regulation and school's operations manual to identify processes for program...	Hidalgo, Ciro	11/6/2017	Plan of action for development of student cohort to take place during GTBATC down -time (1PM-5PM)	1/30/2018 one-time
G1.B1.S1.A4  A370344	Conduct District Advisory Meetings to collaborate with Industry to identify highly qualified...	Hidalgo, Ciro	9/27/2017	Minutes of Advisory council meetings. Increase in pool of available part-time hourly instructors.	5/23/2018 semiannually
G2.B2.S1.A4  A370354	Conduct District Advisory Meetings to collaborate with Industry to identify highly qualified...	Hidalgo, Ciro	10/9/2017	Minutes of Advisory council meetings. Increase in pool of available part-time hourly instructors.	5/23/2018 semiannually
G3.B1.S1.A4  A370359	Conduct District Advisory Meetings to collaborate with Industry to identify highly qualified...	Hidalgo, Ciro	9/27/2017	Minutes of Advisory council meetings. Increase in pool of available part-time hourly instructors.	5/23/2018 semiannually
G3.B1.S1.A1  A370356	Monitoring class lists and adding additional class sections. Expand hours of operation.	Saint-Phard, Jean	10/2/2017	Enrollment increase and class sections added to the Master Schedule.	8/1/2018 triannually
G3.B1.S1.A2  A370357	Monitor Occupational Completion Points (OCP). Additionally, track student receiving full...	Diaz-Duque, Rosy	10/2/2017	OCP Reports from Database Collection, Analysis, and Performance Improvement System (DCAPIS) and Data in Your Hands.	8/1/2018 triannually
G3.B1.S2.MA1  M398748	Monitor Database Collection, Analysis, And Performance Improvement System (DCAPIS). Monitor FAA...	Diaz-Duque, Rosy	10/2/2017	DCAPIS and DHIH Reports and COE annual report.	8/1/2018 triannually
G3.B1.S2.MA1  M398749	Increase opportunities for students to complete requirements so that they are eligible to earn an...	Saint-Phard, Jean	10/2/2017	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 2016-2017 school year. Track CTE student industry certification(s)/licensure completion.	8/1/2018 monthly
G1.MA1  M398736	Monitor Database Collection, Analysis, and Performance Improvement System (DCAPIS)	Hidalgo, Ciro	10/9/2017	Quantitatively measure the number of OCPs completed by students, as well as, the increase in student contact	8/2/2018 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				hours as shown in Database Collection, Analysis, And Performance Improvement System (DCAPIS) reports as well as Data in Your Hands.	
G2.MA1 M398745	Quantitatively measure the number of job placements of students.	Diaz-Duque, Rosy	10/9/2017	Students placed in an aviation job, or continues in education, or meets the COE definition of a placement.. 1. Database Collection, Analysis, and Performance Improvement System (DCAPIS) entries. 2. Local placement data form 3. COE annual Report	8/2/2018 triannually
G3.MA1 M398752	Monitor Database Collection, Analysis, and Performance Improvement System (DCAPIS). Review COE...	Diaz-Duque, Rosy	10/9/2017	Quantitatively measure the number of OCPs completed by students as shown in Database Collection, Analysis, And Performance Improvement System (DCAPIS) reports. Additionally, monitor the CTE student industry certification(s)/licensure(s) attainment rate.	8/2/2018 every-6-weeks
G1.B1.S1.MA1 M398730	Monitor Database Collection, Analysis, And Performance Improvement System (DCAPIS)	Diaz-Duque, Rosy	10/9/2017	Internal tracking via Database Collection, Analysis, and Performance Improvement System (DCAPIS) reports on completed OCPs by program and trimester.	8/2/2018 triannually
G1.B1.S1.MA1 M398731	Monitor waiting list to determine whether enough students are available to warrant an additional...	Saint-Phard, Jean	10/9/2017	Increase of class sections offered in school year 2017-18 over the number of sections planned at the beginning of school year 2017-18 as shown in the Master Schedule.	8/2/2018 every-3-weeks
G1.B1.S1.A1 A370341	Monitoring class lists and adding additional class sections. Expand hours of operation.	Saint-Phard, Jean	10/9/2017	Enrollment increase and class sections added to the Master Schedule.	8/2/2018 triannually
G1.B1.S1.A2 A370342	Monitor Occupational Completion Points (OCP)	Diaz-Duque, Rosy	10/9/2017	OCP Reports from Database Collection, Analysis, and Performance Improvement System (DCAPIS) and Data in Your Hands.	8/2/2018 triannually
G1.B2.S1.MA1 M398734	Monitoring class lists and adding additional class sections. Expand hours of operation	Saint-Phard, Jean	8/21/2017	Increase of class sections offered in school year 2017-2018 over the number of sections planned at the beginning of school year 2017-18 as shown in the Master Schedule.	8/2/2018 triannually
G1.B2.S1.MA1 M398735	Monitor Data In Your Hands (DIYH). 2. Set # of part-time instructors in June 2017 as a baseline...	Hidalgo, Ciro	10/9/2017	Increased number of part-time instructors on the substitute list from June 2017.	8/2/2018 quarterly
G1.B2.S1.A1 A370346	Advertise and solicit for additional part-time instructors. Develop a pool of qualified...	Hidalgo, Ciro	10/30/2017	Increase in number of instructors on the qualified substitute teacher list over the number listed in June 2017	8/2/2018 quarterly
G2.B1.S1.MA1 M398737	Monitor Database Collection, Analysis, And Performance Improvement System (DCAPIS). Monitor the...	Diaz-Duque, Rosy	10/9/2017	Students meeting the Council of Occupational Education (COE) definition of a placement.	8/2/2018 triannually
G2.B1.S1.MA1 M398738	Monitor waiting list to determine whether enough students are available to warrant an additional...	Saint-Phard, Jean	10/9/2017	Increase in the number of courses actual conducted over the number of courses planned at the beginning of School Year 2017-18	8/2/2018 triannually
G2.B1.S1.A2 A370348	Monitor job placement as defined by COE	Diaz-Duque, Rosy	10/9/2017	Increase in the completion of the local placement data forms	8/2/2018 every-6-weeks
G2.B2.S1.MA1 M398741	Monitor Database Collection, Analysis, And Performance Improvement System (DCAPIS)	Diaz-Duque, Rosy	10/9/2017	Internal tracking via Database Collection, Analysis, and Performance Improvement System (DCAPIS) reports on completed OCPs by program and trimester.	8/2/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.MA1  M398742	Monitor waiting list to determine whether enough students are available to warrant an additional...	Saint-Phard, Jean	10/9/2017	Increase of class sections offered in school year 2017-18 over the number of sections planned at the beginning of school year 2017-18 as shown in the Master Schedule.	8/2/2018 every-3-weeks
G2.B2.S1.A1  A370351	Monitoring class lists and adding additional class sections. Expand hours of operation.	Saint-Phard, Jean	10/9/2017	Increase of class sections offered in school year 2017-18 over the number of sections planned at the beginning of school year 2017-18 as shown in the Master Schedule.	8/2/2018 triannually
G2.B2.S1.A2  A370352	Monitor Occupational Completion Points (OCP)	Diaz-Duque, Rosy	10/9/2017	OCP Reports from Database Collection, Analysis, and Performance Improvement System (DCAPIS) and Data in Your Hands.	8/2/2018 triannually
G3.B1.S1.MA1  M398746	Monitor Database Collection, Analysis, And Performance Improvement System (DCAPIS)	Diaz-Duque, Rosy	10/2/2017	Internal tracking via Database Collection, Analysis, and Performance Improvement System (DCAPIS) reports on completed OCPs by program and trimester.	8/2/2018 triannually
G3.B1.S1.MA1  M398747	Monitor waiting list to determine whether enough students are available to warrant an additional...	Saint-Phard, Jean	10/2/2017	Increase of class sections offered in school year 2016-17 over the number of sections planned at the beginning of school year 2016-17 as shown in the Master Schedule.	8/2/2018 triannually
G3.B2.S1.MA1  M398750	Monitoring class lists and adding additional class sections. Expand hours of operation	Saint-Phard, Jean	10/9/2017	Increase of class sections offered in school year 2017-2018 over the number of sections planned at the beginning of school year 2017-18 as shown in the Master Schedule.	8/2/2018 every-6-weeks
G3.B2.S1.MA1  M398751	1. Monitor Data In Your Hands (DIYH). 2. Set # of part-time instructors in June 2017 as a...	Hidalgo, Ciro	10/9/2017	Increased number of part-time instructors on the substitute list from June 2015.	8/2/2018 quarterly
G3.B2.S1.A1  A370361	Advertise and solicit for additional part-time instructors. Develop a pool of qualified...	Hidalgo, Ciro	10/9/2017	Increase in number of instructors on the qualified substitute teacher list over the number listed in June 2017	8/2/2018 quarterly
G1.B1.S2.MA1  M398732	Monitor database Collection, Analysis, and Performance Improvement System (DCAPIS). Monitor...	Diaz-Duque, Rosy	10/9/2017	Internal tracking via Database Collection, Analysis, and Performance Improvement System (DCAPIS) reports on completed OCPs by program and trimester.	8/2/2018 triannually
G1.B1.S2.MA1  M398733	Keep track of additional classes over the course of school year 2017-18	Saint-Phard, Jean	10/9/2017	Increase in class sections offered at new times during the school day.	8/2/2018 every-3-weeks
G2.B1.S2.MA1  M398739	Monitor Database Collection, Analysis, and Performance Improvement System (DCAPIS) for OCP and...	Diaz-Duque, Rosy	10/9/2017	Review and track GTBAC local placement data forms. COE annual report.	8/2/2018 triannually
G2.B1.S2.MA1  M398740	Monitor class waiting lists to determine whether enough students are available to warrant an...	Saint-Phard, Jean	10/9/2017	Increase in actual class sections offered in school year (SY) 2017-2018 over the number of sections originally planned at the beginning of SY 2017-2018 as shown in the master schedule.	8/2/2018 every-3-weeks
G2.B2.S2.MA1  M398743	Increase the number of available substitute teachers for short term additional class sections.	Saint-Phard, Jean	10/9/2017	Increase the number of course section s offered in SY 2017-2018 over the original number offered on the August 2017 master schedule.	8/2/2018 one-time
G2.B2.S2.MA1  M398744	1. Monitor Data in your Hand (DIYH). 2. Set number of part-time instructors in June 2017 as a...	Hidalgo, Ciro	10/9/2017	Increased number of part-time instructors on the substitute list from June 2017.	8/2/2018 quarterly
G2.B1.S1.A1  A370347	Monitoring class lists and adding additional class sections. Expand hours of operation.	Saint-Phard, Jean	10/9/2017	Enrollment increase and class sections added to the Master Schedule.	9/7/2018 every-6-weeks

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	Monitoring class lists and adding additional class sections. Expand hours of operation.	\$0.00
2	G1.B1.S1.A2	Monitor Occupational Completion Points (OCP)	\$0.00
3	G1.B1.S1.A3	Review Part 147 Regulation and school's operations manual to identify processes for program expansion,	\$0.00
4	G1.B1.S1.A4	Conduct District Advisory Meetings to collaborate with Industry to identify highly qualified Aircraft Maintenance Mechanics.	\$0.00
5	G1.B1.S2.A1	Review Part 147 Regulation and school's operations manual to identify processes for program expansion,	\$0.00
6	G1.B2.S1.A1	Advertise and solicit for additional part-time instructors. Develop a pool of qualified instructors.	\$0.00
7	G2.B1.S1.A1	Monitoring class lists and adding additional class sections. Expand hours of operation.	\$0.00
8	G2.B1.S1.A2	Monitor job placement as defined by COE	\$0.00
9	G2.B1.S1.A3	Review Part 147 Regulation and school's operations manual to identify processes for program expansion,	\$0.00
10	G2.B1.S2.A1	Explore program expansion by adding a cohort of students to be taught at an available time.	\$0.00
11	G2.B2.S1.A1	Monitoring class lists and adding additional class sections. Expand hours of operation.	\$0.00
12	G2.B2.S1.A2	Monitor Occupational Completion Points (OCP)	\$0.00
13	G2.B2.S1.A3	Review Part 147 Regulation and school's operations manual to identify processes for program expansion,	\$0.00
14	G2.B2.S1.A4	Conduct District Advisory Meetings to collaborate with Industry to identify highly qualified Aircraft Maintenance Mechanics	\$0.00
15	G2.B2.S2.A1	Review Part 147 Regulation and school's operations manual to identify processes for program expansion,	\$0.00
16	G3.B1.S1.A1	Monitoring class lists and adding additional class sections. Expand hours of operation.	\$0.00
17	G3.B1.S1.A2	Monitor Occupational Completion Points (OCP). Additionally, track student receiving full certification or licensure.	\$0.00
18	G3.B1.S1.A3	Review Part 147 Regulation and school's operations manual to identify processes for program expansion,	\$0.00
19	G3.B1.S1.A4	Conduct District Advisory Meetings to collaborate with Industry to identify highly qualified Aircraft Maintenance Mechanics.	\$0.00
20	G3.B1.S2.A1	Review Part 147 Regulation and school's operations manual to identify processes for program expansion,	\$0.00
21	G3.B2.S1.A1	Advertise and solicit for additional part-time instructors. Develop a pool of qualified instructors.	\$0.00

Total:	\$0.00
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