

Miami-Dade County Public Schools

George T. Baker Aviation Technical College



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-Adult	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Career and Technical Education	No	%

School Grades History

Year
Grade

School Board Approval

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

SIP Authority

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>.

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. 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: School Information

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 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.

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 Leadership Team

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
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

Duties

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

Mr. Ciro Hidalgo serves as the school's administrative leader and principal, working collaboratively with all other members of the leadership team on all major school improvement projects. Issues are discussed during monthly leadership meetings or as otherwise required.

Early Warning Systems

Year 2017-18

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

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

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Thursday 8/30/2018

Year 2016-17 - As Reported

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

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

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

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

Year 2016-17 - Updated

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	

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Completion Rate
Rationale	Maintaining student completion rates above 60% is imperative for the school to maintain its accreditation status. Additionally, it fulfills the mission by ensuring that the college delivers a program which has a positive impact on the community it serves.
Intended Outcome	By December 2018, the Career and Technical Education (CTE) student completion rate will meet or exceed the required 60% as evidenced by the technical college's 2018 Council on Occupational Education (COE) Annual Report.
Point Person	Ciro Hidalgo (cirohidalgo@dadeschools.net)

Action Step

Description	<ul style="list-style-type: none">• To maintain a 60% completion rate, the school provides support in the form of tools and equipment, quality FAA certified Airframe and Powerplant Instructors, and academic advisement.• Registration and class selection are streamlined for the student to simplify trimester transitions.• Students will have access to refresher workshops, which will review material and assist students in areas of needed improvement.• Workshops will be held in our Media Center at a time when all students can benefit.• Part-Time hourly teachers will be present to assist students.• Saturday academy will also be provided to students which require additional hours or make-up assignments for program completion.
Person Responsible	Ciro Hidalgo (cirohidalgo@dadeschools.net)

Plan to Monitor Effectiveness

Description	Monitor Database Collection, Analysis, and Performance Improvement System (DCAPIS).
Person Responsible	Ciro Hidalgo (cirohidalgo@dadeschools.net)

Activity #2

Title Job Placement

Rationale

In addition to existing as a requirement for accreditation, maintaining a job placement rate above 70% ensures that the the goal of the school's mission statement has been met, and that the skills and knowledge gained from students can be successfully applied in the industry. Job placement is also an essential component of the school's dedication to student services satisfaction.

Intended Outcome

By December 2018, the CTE student job placement attainment rate will meet or exceed the required 70% as evidenced by the technical college's 2018 Council on Occupational Education (COE) Annual Report.

Point Person

Jean Saint-Phard (jsaintphard@dadeschools.net)

Action Step

Description

- The Job Placement Specialist will collaborate with industry partners and local businesses through various channels to make new jobs available for Baker students.
- Part-time hourly instructors will be assigned to industry placement roles.
- Job fairs and expos are held on campus at various dates during the school year, and students are encouraged to check frequently with the Job Placement Specialist for available positions.
- The Job Placement Specialist is tasked with assisting students in resume creation and modification.
- When a job placement is recorded, it is done so utilizing the district form for Local Data Placement.
- Data collection of Local Placement Data (LPD) Forms will be executed during subject selection for the previous school term.
- LPDs are then recorded on district and school-site collaboration sites for future reporting.

Person Responsible

Ciro Hidalgo (cirohidalgo@dadeschools.net)

Plan to Monitor Effectiveness

Description

Administrators quantitatively measure the number of job placements and record these placements in local placement data forms, and maintain accurate records regarding the COE Annual Report. Data is collected during subject selection and by instructor referrals. Students must be placed in an aviation-field related job, continue in education, or meet the COE definition of a placement.

Person Responsible

Jean Saint-Phard (jsaintphard@dadeschools.net)

Activity #3	
Title	Industry Certifications/ Licensure
Rationale	By maintaining a 70% Certification/Licensure attainment rate, the school ensures that students who have completed the program are earning certifications issued by the Federal Aviation Administration (FAA) for work as a licensed Aircraft Maintenance Technician. Maintaining this percentage ensures that the school meets accreditation standards, while satisfying the goals of the mission of the institution.
Intended Outcome	By December 2018, the CTE student industry certification(s)/licensure(s) attainment rate will meet or exceed the required 70% as evidenced by the technical college's 2018 Council on Occupational Education (COE) Annual Report.
Point Person	Ciro Hidalgo (cirohidalgo@dadeschools.net)

Action Step	
Description	<ul style="list-style-type: none"> • Students are encouraged to take School Qualifying Examinations in order that they may become eligible for FAA examinations. • Administration encourages students who have completed a program to take the School Qualifying Examinations as quickly as possible. • Practice materials for these examinations are also made available to the student. • Once School Qualifying Examination requirements have been met, the student is then eligible to take FAA Exams for Certification/Licensure. • Refresher courses for the Oral and Practical Examinations, as well as a written exam, will be offered. • Courses will be scheduled throughout the year and offered to students which have registered for the examinations.
Person Responsible	Ciro Hidalgo (cirohidalgo@dadeschools.net)

Plan to Monitor Effectiveness	
Description	Monitor Database Collection, Analysis, and Performance Improvement System (DCAPIS). Review COE Annual Report.
Person Responsible	Ciro Hidalgo (cirohidalgo@dadeschools.net)

Part V: Budget

Total:	\$9,000.00
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