

Miami-Dade County Public Schools

# George T. Baker Aviation Technical College



2019-20 Schoolwide Improvement Plan

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# George T. Baker Aviation Technical College

3275 NW 42ND AVE, Miami, FL 33142

<http://www.bakeraviation.edu>

## Demographics

Principal: **C I R O Hidalgo R**

Start Date for this Principal: 8/10/2016

|  |   |
|--|---|
| <b>2019-20 Status</b><br>(per MSID File)   | Active  |
| <b>School Type and Grades Served</b><br>(per MSID File)  | High School<br>9-Adult  |
| <b>Primary Service Type</b><br>(per MSID File)   | Career and Technical Education  |
| <b>2018-19 Title I School</b>  | No  |
| <b>2018-19 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 0%  |
| <b>2018-19 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) |   |
| <b>School Grades History</b>   | 2018-19: No Grade<br>2017-18: No Grade<br>2016-17: No Grade<br>2015-16: No Grade<br>2014-15: No Grade |
| <b>2019-20 School Improvement (SI) Information*</b>  |   |
| <b>SI Region</b>   | Southeast   |
| <b>Regional Executive Director</b>   | <a href="#">LaShawn Russ-Porterfield</a>  |
| <b>Turnaround Option/Cycle</b>   | N/A   |
| <b>Year</b>  |   |
| <b>Support Tier</b>  |   |
| <b>ESSA Status</b>   |   |

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## 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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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

## School Grades History

Year  
Grade

## School Board Approval

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## SIP Authority

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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 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.

The vision for George T. Baker Aviation Technical College is to provide occupational training to persons interested in aviation maintenance, electronics, and avionics; and for all students to become program completers, possess an Airframe and Powerplant certificate or a Federal Communications Commission license, obtain employment upon completion of a program, and become technologically proficient.

### School Leadership Team

#### Membership

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

| Name               | Title                     | Job Duties and Responsibilities |
|--------------------|---------------------------|---------------------------------|
| Hidalgo, Ciro      | Principal                 |                                 |
| Carter, Howard     | Teacher, Career/Technical |                                 |
| Flores, Rick       | Teacher, Career/Technical |                                 |
| Heron, Patrick     | Teacher, Career/Technical |                                 |
| Saint-Phard, Jean  | Assistant Principal       |                                 |
| Diaz-Duque, Rosy   | Assistant Principal       |                                 |
| Ramirez, Alexandre | Instructional Media       |                                 |
| Torrence, Tanya    | Other                     | Business Manager                |
| Figueroa, Leticia  | Assistant Principal       |                                 |
| Garcia, Vivian     | School Counselor          |                                 |

## Part III: Planning for Improvement

### Areas of Focus:

|   |   |
|---|---|
| <b>#1</b>   |   |
| <b>Title</b>  | Completion Rate   |
| <b>Rationale</b>  | 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. |
| <b>State the measurable outcome the school plans to achieve</b> | By December 2019, the CTE student completion rate will meet or exceed the required 60% as evidenced by the technical college's 2019 Council on Occupational Education (COE) Annual Report.  |
| <b>Person responsible for monitoring outcome</b>                | Ciro Hidalgo (cirohidalgo@dadeschools.net)  |
| <b>Evidence-based Strategy</b>                                  | Strategy 1: Registration and Class Selection Streamlining - To increase availability of courses to students that are near program completion.   |
|   | Strategy 2: Refresher Workshops - To increase academic achievement and test performance.  |
|   | Strategy 3: Academic Remediation - To offer targeted instruction for those in need of academic remediation.   |
|   | Strategy 4: Saturday Academy - To provide students who require additional hours or make-up assignments with an opportunity for program completion.  |
| <b>Rationale for Evidence-based Strategy</b>                    | Strategy 1: Registration and Class Selection Streamlining - Priority registration is afforded to students near program completion.  |
|   | Strategy 2: Refresher Workshops - Refresher workshops will assist in student remediation and lead to improved academic outcomes, improving completion rates.  |
|   | Strategy 3: Academic Remediation - Increasing academic skills will lead to an increase in academic performance in both the classroom and during assessments.  |
|   | Strategy 4: Saturday Academy - Offering Saturday Academy will allow students to make up exams, projects, and lost hours, improving the total completion rate.   |

|                    |  |
|--------------------|--|
| <b>Action Step</b> |  |
|--------------------|--|

|                    |   |
|--------------------|---|
| <b>Description</b> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Registration and class selection are streamlined for the student to simplify trimester transitions.</li> <li>• Students will have access to refresher workshops, which will review material and assist students in areas of needed improvement.</li> <li>• Workshops will be held in our Media Center at a time when all students can</li> </ul> |
|--------------------|---|

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** Jean Saint-Phard (jsaintphard@dadeschools.net)

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|   |   |
|---|---|
| <b>#2</b>   |   |
| <b>Title</b>  | Job Placement   |
| <b>Rationale</b>  | <p>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.</p>   |
| <b>State the measurable outcome the school plans to achieve</b> | <p>By December 2019, the CTE student job placement attainment rate will meet or exceed the required 70% as evidenced by the technical college's 2019 Council on Occupational Education (COE) Annual Report.</p>   |
| <b>Person responsible for monitoring outcome</b>                | <p>Ciro Hidalgo (cirohidalgo@dadeschools.net)</p>   |
| <b>Evidence-based Strategy</b>                                  | <p>Strategy 1: Industry Collaboration to Improve Job Placement Rate - By attending industry networking events, the school will collaborate with industry partners to offer students job placement.</p> <p>Strategy 2: Recruitment Events via Job Fairs and Expos - To expose students to a variety of networking opportunities within the aviation industry.</p> <p>Strategy 3: Soft Skills Workshops - To assist students in the improvement of their soft skills, while working on core interviewing strategies.</p>  |
| <b>Rationale for Evidence-based Strategy</b>                    | <p>Strategy 1: Industry Collaboration to Improve Job Placement Rate - By increasing the school's presence in industry, more job opportunities will be made available to students, increasing the placement rate.</p> <p>Strategy 2: Recruitment Events via Job Fairs and Expos - Through Job Fairs and Expos, students will gain access to industry networking opportunities, increasing the job placement rate.</p> <p>Strategy 3: Soft Skills Workshops - Soft skills workshops will greatly improve interviewing skills, increasing job attainment and further growing the job placement rate.</p> |
| <b>Action Step</b>  |   |
| <b>Description</b>  | <ul style="list-style-type: none"> <li>• The Job Placement Specialist will collaborate with industry partners and local businesses through various channels to make new jobs available for Baker students.</li> <li>• Part-time hourly instructors will be assigned to industry placement roles.</li> <li>• 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.</li> </ul>   |

- 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** Jean Saint-Phard (jsaintphard@dadeschools.net)

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|   |  |
|---|--|
| <b>#3</b>   |  |
| <b>Title</b>  | Licensure  |
| <b>Rationale</b>  | <p>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.</p>   |
| <b>State the measurable outcome the school plans to achieve</b> | By December 2019, the CTE student industry certification(s)/licensure(s) attainment rate will meet or exceed the required 70% as evidenced by the technical college's 2019 Council on Occupational Education (COE) Annual Report.  |
| <b>Person responsible for monitoring outcome</b>                | Ciro Hidalgo (cirohidalgo@dadeschools.net)   |
| <b>Evidence-based Strategy</b>                                  | <p>Strategy 1: Increase Minimum Pass Rate for School Qualifying Examinations - To improve FAA Written Test outcomes and maintain the licensure rate.</p> <p>Strategy 2: Availability of Practice Materials in Media Center - To offer testing practice materials in the media center for all students who wish to prepare for the school qualifying and written examinations.</p> <p>Strategy 3: Refresher Courses to Improve School Qualifier Exam Outcomes - To enable students to review and practice essential material before test taking. This will improve test outcomes.</p>   |
| <b>Rationale for Evidence-based Strategy</b>                    | <p>Strategy 1: Increase Minimum Pass Rate for School Qualifying Examinations - Students perform, on average, several points lower in Federal Aviation Administration (FAA) Written Examinations than prerequisite School Qualifying Examinations (SQ). By increasing the minimum SQ passing score, students will perform better on FAA Written Examinations.</p> <p>Strategy 2: Availability of Practice Materials in Media Center - The availability of testing practice materials will increase student preparation and pass rates, maintaining licensure attainment rate.</p> <p>Strategy 3: Refresher Courses to Improve School Qualifier Exam Outcomes - Refresher courses will enable students to prepare for licensure exam, facilitating the maintenance of the licensure attainment rate.</p> |
| <b>Action Step</b>  |  |
| <b>Description</b>  | <ul style="list-style-type: none"> <li>• Students are encouraged to take School Qualifying Examinations in order that they may become eligible for FAA examinations.</li> <li>• Administration encourages students who have completed a program to take the School Qualifying Examinations as quickly as possible.</li> <li>• Practice materials for these examinations are also made available to the students.</li> <li>• Once School Qualifying Examination requirements have been met, the student is then eligible to take FAA Exams for Certification/Licensure.</li> </ul>  |

- 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** Jean Saint-Phard (jsaintphard@dadeschools.net)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

In addition to the aforementioned areas of improvement. The school aims to increase General FAA Written Exam results through the implementation of bell ringers, refresher courses, and more easily available practice materials. Exam outcomes are expected to increase from the current 73% to 75%.

**Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

|          |               |  |   |                |               |                   |
|----------|---------------|--|---|----------------|---------------|-------------------|
| <b>1</b> | <b>III.A.</b> | <b>Areas of Focus: Completion Rate</b> |   |                |               | <b>\$3,000.00</b> |
|          | Function      | Object                                 | Budget Focus                                      | Funding Source | FTE           | 2019-20           |
|          |               |  | 7801 - George T. Baker Aviation Technical College |                |               | \$3,000.00        |
| <b>2</b> | <b>III.A.</b> | <b>Areas of Focus: Job Placement</b>   |   |                |               | <b>\$3,000.00</b> |
|          | Function      | Object                                 | Budget Focus                                      | Funding Source | FTE           | 2019-20           |
|          |               |  | 7801 - George T. Baker Aviation Technical College |                |               | \$3,000.00        |
| <b>3</b> | <b>III.A.</b> | <b>Areas of Focus: Licensure</b>       |   |                |               | <b>\$3,000.00</b> |
|          | Function      | Object                                 | Budget Focus                                      | Funding Source | FTE           | 2019-20           |
|          |               |  | 7801 - George T. Baker Aviation Technical College |                |               | \$3,000.00        |
|          |               |  |   |                | <b>Total:</b> | <b>\$9,000.00</b> |