



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

George T. Baker Aviation Technical College

3275 NW 42ND AVE

Miami, FL 33142

305-871-3143

<http://www.bakeraviation.edu>

School Demographics

School Type

High School

Title I

No

Free and Reduced Lunch Rate*[Data Not Available]***Alternative/ESE Center**

No

Charter School

No

Minority Rate*[Data Not Available]*

School Grades History

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	10
Goals Summary	11
Goals Detail	11
Action Plan for Improvement	14
Part III: Coordination and Integration	22
Appendix 1: Professional Development Plan to Support Goals	23
Appendix 2: Budget to Support Goals	24

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

George T. Baker Aviation Technical College

Principal

Sean Gallagan E

School Advisory Council chair

Todd Pemble

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
George Sands	Assistant Principal
Robert Morales	Assistant Principal

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members are not employed by the school district. It is comprised of the principal -1, UTD steward – 1, teachers – 5, educational support - 1, student – 1, BCR – 8.

Involvement of the SAC in the development of the SIP

The EESAC meets once each trimester to review and approve the annual SIP. The last meeting of the year reviews the success in meeting the year's goals and recommends changes to be adopted in the next year's plan. It solicits input from students and staff to improve the following year's SIP.

Activities of the SAC for the upcoming school year

The EESAC meets once each trimester to review and approve the annual SIP. It coordinates with the School Aviation and Electronics Advisory Committee, which is composed of local industry representatives and is responsible for conducting an annual evaluation to ensure the school is meeting the needs of industry. Topics of discussion may include student enrollment, job placement, curriculum, equipment, and industry involvement.

Projected use of school improvement funds, including the amount allocated to each project

George T. Baker Aviation School receives limited SAC funds through our FTE driven Aerospace Technology Program. Those funds will be used to purchase library books and provide student incentive awards

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Sean Gallagan E

Principal

Years as Administrator: 14

Years at Current School: 7

Credentials

PhD, MA, BA
Social Science
Ed Leadership

Performance Record

For the Reporting Year 12-13, Survey F, W, & S, 630 OCPs were earned by students through 581,076 membership hours
For the Reporting Year 11-12, Survey F, W, & S, 723 OCPs were earned by students through 596,756 membership hours

Robert E. Morales

Asst Principal

Years as Administrator: 11

Years at Current School: 13

Credentials

MA, BA
Air Mechanic (Vocational District Certification)Ed. Lead.

Performance Record

For the Reporting Year 12-13, Survey F, W, & S, 630 OCPs were earned by students through 581,076 membership hours
For the Reporting Year 11-12, Survey F, W, & S, 723 OCPs were earned by students through 596,756 membership hours

George Sands

Asst Principal

Years as Administrator: 9

Years at Current School: 9

CredentialsMS, BS MS General Science
Ed Leadership**Performance Record**

For the Reporting Year 12-13, Survey F, W, & S, 630 OCPs were earned by students through 581,076 membership hours
For the Reporting Year 11-12, Survey F, W, & S, 723 OCPs were earned by students through 596,756 membership hours

Classroom Teachers**# of classroom teachers**

27

receiving effective rating or higher

27, 100%

Highly Qualified Teachers

0%

certified in-field

27, 100%

ESOL endorsed

0, 0%

reading endorsed

0, 0%

with advanced degrees

4, 15%

National Board Certified

0, 0%

first-year teachers

1, 4%

with 1-5 years of experience

2, 7%

with 6-14 years of experience

6, 22%

with 15 or more years of experience

18, 67%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

We recruit from certified industry personnel who have a minimum of 6 years experience. Usually we hire those with 10-20 years experience after an extensive review of their work record, culminating with a current faculty team interview process.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New hire teachers are paired with the most highly qualified instructor on staff who is teaching the same subject. Mentoring includes help with lesson plans, modeling of teaching methods followed by observation of the new hire and then feedback.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

We are a post secondary vocational school specialized in preparing students as FAA certified Aircraft Powerplant and Airframe mechanics. We also prepare students as Electronic and Avionic Technicians

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Students choose to attend George T. Baker Aviation School as an integral part of their career choice implementation process. We are a school specialized in preparing students as FAA certified Aircraft Powerplant and Airframe mechanics. We also prepare students as Electronic and Avionic Technicians.

Strategies for improving student readiness for the public postsecondary level

Our school is not listed in the High School Feedback Report. George T. Baker Aviation School is classified as a vocational post secondary institution. By definition, all of our 10, 11 and 12th grade students are dual enrolled in high school and post secondary level courses. Our students may receive up to 30 college credits for attending George T. Baker through the 12th grade. They then remain at George T. Baker Aviation School as adult vocational students for an additional year of education. We have direct articulation agreements with Miami-Dade College, Broward College and Emory-Riddle University for transition to an AS degree program in Aviation Maintenance Management. Students also prepare for and take the assessments for the Florida Ready to Work (FRTW) certification.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 10: Additional Targets

Additional targets for the school

Maintain the percentage of students earning Occupational Completion Points (OCP's) in the 2013-2014 School year, at the same level as the 2012-13 school year.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
456 (68%)	456	68%	68%

Goals Summary

- G1.** Maintain the percentage of students earning Occupational Completion Points (OCP's) in the 2013-2014 School year, at the same level as the 2012-13 school year.
- G2.** Increase by 2% over the 2011-2012 school years; the number of students earning an industry and/or Florida State certification
- G3.** Maintain or improve attendance of parents of dual enrolled students at school events by 1 percentage point.

Goals Detail

G1. Maintain the percentage of students earning Occupational Completion Points (OCP's) in the 2013-2014 School year, at the same level as the 2012-13 school year.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- Classrooms are unused between 2:30 PM and 5:00 PM. Part-time hourly money is available on a limited basis for the hire of additional instructors.

Targeted Barriers to Achieving the Goal

- 1. George T. Baker Aviation School is at full capacity. a. We are out of room and the MDCPS district has denied all requests to expand. b. Some students cannot register for classes in the proper sequence required to complete their program in a timely manner. c. Increasing our numbers significantly in future years will be difficult due to the physical constraints of the facility.

Plan to Monitor Progress Toward the Goal

Data in your hand reports from MDCPS.

Person or Persons Responsible

Administrators a. George Sands, Assistant Principal b. Robert Morales, Assistant Principal

Target Dates or Schedule:

At the end of each trimester.

Evidence of Completion:

Quantitatively measure the number of OCPs completed by students. Increase in student contact hours as shown in DIYH reports

G2. Increase by 2% over the 2011-2012 school years; the number of students earning an industry and/or Florida State certification

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- 1. Instructors.
- 2. Testing Chairperson with access to industry certification tests.
- 3. Student financial aid packages

Targeted Barriers to Achieving the Goal

- 1. Due to the open enrollment policy at Baker Aviation many of our students initially have difficulty meeting the standards for industry and/or Florida State certification.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Administrators. Mr. George Sands. Mr. Robert Morales.

Target Dates or Schedule:

At the end of each semester or trimester

Evidence of Completion:

Quantitatively measure the number of industry certifications completed by students. Data will be compiled from: 1. Grade book District assessment entries 2. Student Transcript Database.entries. 3. MDCPS Data in your Hand reports. 4. Use the above three data sources to quantitatively track the total number of industry certification our students complete in the 2013-2014 school year.

G3. Maintain or improve attendance of parents of dual enrolled students at school events by 1 percentage point.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- 1. Classrooms and school grounds.
- 2. Dadeschools.net parent and student portal.
- 3. Email and School web site.
- 4. Facebook and other social media utilized by students and parents.
- 5. Supplemental waiver money from Principal's 02 budget.
- 6. Industry donations

Targeted Barriers to Achieving the Goal

- Parents of dual enrolled students may encounter time constraints between the home school and Baker activities.
- Communication channels between school staff and parents may be limited by time and distance as our students come from the entire geographical area of Miami-Dade county rather than just one school feeder pattern.

Plan to Monitor Progress Toward the Goal

1. Increase of parent attendance at school events over previous year , as determined by sign-in sheets. at :
a. New student/Parent orientation, b. Open House, c. Aviation Fair, d. Senior Information Night, d. Awards Ceremony.

Person or Persons Responsible

Ms Ida Sigillo, School Councelor

Target Dates or Schedule:

At the end of each Trimester. At the conclusion of school -wide events.

Evidence of Completion:

Quantitatively measure the number of parent signatures at each event. Duplicate signature will be counted in compiling raw data.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Maintain the percentage of students earning Occupational Completion Points (OCP's) in the 2013-2014 School year, at the same level as the 2012-13 school year.

G1.B1 1. George T. Baker Aviation School is at full capacity. a. We are out of room and the MDCPS district has denied all requests to expand. b. Some students cannot register for classes in the proper sequence required to complete their program in a timely manner. c. Increasing our numbers significantly in future years will be difficult due to the physical constraints of the facility.

G1.B1.S1 1. Where possible, add additional sections so as to allow students on waiting lists the opportunity to attend required classes.

Action Step 1

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

Person or Persons Responsible

Administrators a. George Sands, Assistant Principal b. Robert Morales, Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Enrollment increase. Class sections added to master schedule

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

Monitor waiting list to determine whether enough students are available to warrant an additional section of class. a. Keep track of additional sections offered in SY 2013-2014.

Person or Persons Responsible

Administrators a. George Sands, Assistant Principal b. Robert Morales, Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

1. Increase of class sections offered in 2013-2014 over the number of sections offered in 2012-1013 as shown in the master schedule. 2. Increase of student contact hours as shown in MDCPS Data- in-your- hand reports

Plan to Monitor Effectiveness of G1.B1.S1

1. Monitor Data In Your Hands (DIYH). 2. Set # of part-time instructors in June 2012 as a baseline for comparison, as identified in SAP. 3. Quantitatively measure the number of OCPs completed by students.

Person or Persons Responsible

Administrators a. George Sands, Assistant Principal b. Robert Morales, Assistant Principal

Target Dates or Schedule

At the end of each trimester

Evidence of Completion

DIYH report on completed OCPs by program and trimester

G1.B1.S2 2. Increase the number of part-time instructors to allow for additional classes when room space allows.

Action Step 1

Set # of part-time instructors in June 2012 as a baseline for comparison, as identified in SAP. Advertise and solicit for additional part-time instructors. Develop a pool of qualified instructors.

Person or Persons Responsible

Administrators: a. Dr. Sean Gallagan assisted by b. George Sands, Assistant Principal and c. Robert Morales, Assistant Principal.

Target Dates or Schedule

Beginning of the school year and then throughout the year as required

Evidence of Completion

Increase in number of sessions offered this year as opposed to 2012-2013.

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

1. Monitor Data In Your Hands (DIYH). 2. Set # of part-time instructors in June 2012 as a baseline for comparison, as identified in SAP.

Person or Persons Responsible

Dr. Gallagan

Target Dates or Schedule

Each Trimester

Evidence of Completion

Increased number of part-time employees on the payroll from June 2012.

Plan to Monitor Effectiveness of G1.B1.S2

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

Person or Persons Responsible

Administrators; Dr. Gallagan, Mr. Sands, Mr. Morales

Target Dates or Schedule

Beginning of each trimester

Evidence of Completion

Additional class sessions added to the school calendar over those from 2012-2013

G2. Increase by 2% over the 2011-2012 school years; the number of students earning an industry and/or Florida State certification

G2.B1 1. Due to the open enrollment policy at Baker Aviation many of our students initially have difficulty meeting the standards for industry and/or Florida State certification.

G2.B1.S1 1. Increase opportunities for students to complete requirements so that they are eligible to test for an industry and/or Florida State certification.

Action Step 1

Monitor student progress to ensure that student have means to complete all required standards in order to earn their industry and/or Florida State certification.

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule

At the end of each grading period

Evidence of Completion

1. Master Schedule. 2. Grade book. 3. Grade and Hour Reports 4. Master Student Transcript Database. 5. Quantitatively measure the number of industry certifications completed by students.

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

Increase opportunities for students to complete requirements so that they are eligible to test for their industry and/or Florida State certification

Person or Persons Responsible

Administrators a. George Sands, Assistant Principal b. Robert Morales, Assistant Principal

Target Dates or Schedule

At the end of each grading period

Evidence of Completion

1. Grade book district assessments . 2. Student Transcript entries. 3. MDCPS Data in your Hand reports. 4. Use the above three data sources to quantitatively track the total number of industry certification our students complete in the 2013-2014 school year.

Plan to Monitor Effectiveness of G2.B1.S1

Monitor student progress to ensure that student have means to complete all required standards in order to earn their industry and/or Florida State certification

Person or Persons Responsible

Administrators a. George Sands, Assistant Principal b. Robert Morales, Assistant Principal

Target Dates or Schedule

At the end of each grading period

Evidence of Completion

Increase of certifications as demonstrated in MDCPS data in your hand reports.

G3. Maintain or improve attendance of parents of dual enrolled students at school events by 1 percentage point.

G3.B1 Parents of dual enrolled students may encounter time constraints between the home school and Baker activities.

G3.B1.S1 Increase communication: a. By inviting parents to school wide events by using the Parent Portal, Flyers, Mailers and E-mails. b. By establishing and maintaining a Facebook presence c. By developing a social media plan.

Action Step 1

1. Develop email listings of parents and students. Use this listing for invitations to school events. 2. Invite and market school wide events to parents of our dual enrolled students. a. New student/Parent orientation, b. Open House, c. Aviation Fair, d. Senior Information Night, d. Awards Ceremony. 3. Monitor and collect parent sign sheets at all events.

Person or Persons Responsible

Student Services personnel; Daytime assistant Principal, School Counselor, and registrar. High School teachers

Target Dates or Schedule

At the 5 School-wide events planned for 2013-2014. a. New student/Parent orientation, b. Open House, c. Aviation Fair, d. Senior Information Night, d. Awards Ceremony.

Evidence of Completion

Increase of parent attendance at school events, as determined by sign-in sheets. Quantitatively measure the number of parent signatures at each event. Duplicate signature will be counted in compiling raw data.

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

Monitor and collect parent sign sheets at all events.

Person or Persons Responsible

Student Services personnel. a. Ms. Ida Sigillo, School Counselor b. George Sands, Assistant Principal

Target Dates or Schedule

At the 5 School-wide events planned for 2013-2014. a. New student/Parent orientation, b. Open House, c. Aviation Fair, d. Senior Information Night, d. Awards Ceremony.

Evidence of Completion

1. Increase of parent attendance at school events, as determined by sign-in sheets. 2. Quantitatively measure the number of parent signatures at each event. Duplicate signature will be counted in compiling raw data.

Plan to Monitor Effectiveness of G3.B1.S1

Monitor and collect parent sign sheets at all events.

Person or Persons Responsible

Student Services personnel. a. Ms. Ida Sigillo, School Counselor b. George Sands, Assistant Principal

Target Dates or Schedule

At the 5 School-wide events planned for 2013-2014. a. New student/Parent orientation, b. Open House, c. Aviation Fair, d. Senior Information Night, e. Awards Ceremony.

Evidence of Completion

1. Increase of parent attendance at school events, as determined by sign-in sheets. 2. Quantitatively measure the number of parent signatures at each event. Duplicate signature will be counted in compiling raw data.

G3.B2 Communication channels between school staff and parents may be limited by time and distance as our students come from the entire geographical area of Miami-Dade county rather than just one school feeder pattern.

G3.B2.S1 Increase communication: a. By inviting parents to school wide events by using the Parent Portal, Flyers, Mailers and E-mails. b. By establishing and maintaining a Facebook presence c. By developing a social media plan.

Action Step 1

Develop a Social Media plan for the school.

Person or Persons Responsible

Social Media Coordinator

Target Dates or Schedule

First nine weeks of school

Evidence of Completion

Physical Social Media Plan document

Action Step 2

1. Appoint a social media coordinator on staff

Person or Persons Responsible

Dr Sean Gallagan, Principal

Target Dates or Schedule

Beginning of school year

Evidence of Completion

Position filled

Action Step 3

2. Develop email listings of parents and students. Use this listing for invitations to school events.

Person or Persons Responsible

Mr. George Sands and Student services staff

Target Dates or Schedule

Within the first Nine weeks of school

Evidence of Completion

A complete parent email listing

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

Increase George T. Baker Aviation School social media presence

Person or Persons Responsible

Mr. Sands and the Student services staff

Target Dates or Schedule

At the end of each marking period

Evidence of Completion

Parent Email list Social media Plan School Facebook page

Plan to Monitor Effectiveness of G3.B2.S1

Facebook page for George T.Baker aviation School. Web page for School

Person or Persons Responsible

Social Media Coordinator

Target Dates or Schedule

Ongoing

Evidence of Completion

Web page presence on computers

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

POST SECONDARY ADULT VOCATIONAL - NOT APPLICABLE

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Maintain the percentage of students earning Occupational Completion Points (OCP's) in the 2013-2014 School year, at the same level as the 2012-13 school year.	\$600,000
G2.	Increase by 2% over the 2011-2012 school years; the number of students earning an industry and/or Florida State certification	\$3,375
G3.	Maintain or improve attendance of parents of dual enrolled students at school events by 1 percentage point.	\$6,000
Total		\$609,375

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Other	Evidence-Based Program	Total
Schools 02 budget as allocated by the Principal	\$300,000	\$0	\$0	\$300,000
Principal's)2 budget	\$300,000	\$0	\$0	\$300,000
Florida Department of Economic Opportunity	\$0	\$3,375	\$0	\$3,375
Principal's 02 budget and Corporate donations	\$0	\$5,000	\$0	\$5,000
Principal 02 budget item	\$0	\$0	\$1,000	\$1,000
Total	\$600,000	\$8,375	\$1,000	\$609,375

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Maintain the percentage of students earning Occupational Completion Points (OCP's) in the 2013-2014 School year, at the same level as the 2012-13 school year.

G1.B1 1. George T. Baker Aviation School is at full capacity. a. We are out of room and the MDCPS district has denied all requests to expand. b. Some students cannot register for classes in the proper sequence required to complete their program in a timely manner. c. Increasing our numbers significantly in future years will be difficult due to the physical constraints of the facility.

G1.B1.S1 1. Where possible, add additional sections so as to allow students on waiting lists the opportunity to attend required classes.

Action Step 1

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

Resource Type

Personnel

Resource

Part-time hourly payments for additional instructors

Funding Source

Schools 02 budget as allocated by the Principal

Amount Needed

\$300,000

G1.B1.S2 2. Increase the number of part-time instructors to allow for additional classes when room space allows.

Action Step 1

Set # of part-time instructors in June 2012 as a baseline for comparison, as identified in SAP. Advertise and solicit for additional part-time instructors. Develop a pool of qualified instructors.

Resource Type

Personnel

Resource

Payroll

Funding Source

Principal's)2 budget

Amount Needed

\$300,000

G2. Increase by 2% over the 2011-2012 school years; the number of students earning an industry and/or Florida State certification

G2.B1 1. Due to the open enrollment policy at Baker Aviation many of our students initially have difficulty meeting the standards for industry and/or Florida State certification.

G2.B1.S1 1. Increase opportunities for students to complete requirements so that they are eligible to test for an industry and/or Florida State certification.

Action Step 1

Monitor student progress to ensure that student have means to complete all required standards in order to earn their industry and/or Florida State certification.

Resource Type

Other

Resource

Funding Source

Florida Department of Economic Opportunity

Amount Needed

\$3,375

G3. Maintain or improve attendance of parents of dual enrolled students at school events by 1 percentage point.

G3.B1 Parents of dual enrolled students may encounter time constraints between the home school and Baker activities.

G3.B1.S1 Increase communication: a. By inviting parents to school wide events by using the Parent Portal, Flyers, Mailers and E-mails. b. By establishing and maintaining a Facebook presence c. By developing a social media plan.

Action Step 1

1. Develop email listings of parents and students. Use this listing for invitations to school events. 2. Invite and market school wide events to parents of our dual enrolled students. a. New student/Parent orientation, b. Open House, c. Aviation Fair, d. Senior Information Night, d. Awards Ceremony. 3. Monitor and collect parent sign sheets at all events.

Resource Type

Other

Resource

SIP Alternative supplement model monet

Funding Source

Principal's 02 budget and Corporate donations

Amount Needed

\$5,000

G3.B2 Communication channels between school staff and parents may be limited by time and distance as our students come from the entire geographical area of Miami-Dade county rather than just one school feeder pattern.

G3.B2.S1 Increase communication: a. By inviting parents to school wide events by using the Parent Portal, Flyers, Mailers and E-mails. b. By establishing and maintaining a Facebook presence c. By developing a social media plan.

Action Step 2

1. Appoint a social media coordinator on staff

Resource Type

Evidence-Based Program

Resource

Acquire 450 student assessments worth \$3375.00 (450x\$7.50)

Funding Source

Principal 02 budget item

Amount Needed

\$1,000