

George T. Baker Aviation Technical College



2014-15 School Improvement Plan

George T. Baker Aviation Technical College

3275 NW 42ND AVE, Miami, FL 33142

<http://www.bakeraviation.edu>

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

No

Minority

%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of George T. Baker Aviation School 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 School brings aviation excellence to its students and industry through tradition and training.

School Environment

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

George T. Baker Aviation School (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 T. 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, twenty-nine instructional and 18 non-instructional personnel. The school also employs part-time instructional and non-instructional personnel. Approximately 500 high school students and 700 adult students are enrolled in the following programs:

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

The high school program operates as an annual program on a semester basis with open enrollment

in August and January. Dual enrolled high school students attend class 2.5 hours per day, five days a week, during a nine week grading period. High school students earn one annual honors elective credit for successful completion of courses at Baker Aviation. Upon completion of the Aviation Maintenance Technician Program, students may then be eligible for industry certification.

The adult program operates on a trimester basis with open enrollment beginning in August, January and April. Adult students have the option of attending the program on a full-time or part-time basis. The full-time student attends class a minimum of five hours per day, five days a week, while part-time students attend class 2.5 hours per day, five days a week. Flexible day or evening classes are available for adult students. Upon completion of the aviation maintenance program, students may then be eligible for industry certification.

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

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

George T. Baker Aviation School 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 monitors inside and outside the building.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Baker Aviation is a Career Technical Center 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 the student code of conduct, dress code and attendance policy.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

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

Early Warning Systems

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

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

NOT APPLICABLE - POST SECONDARY ADULT VOCATIONAL SCHOOL

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

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

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

NOT APPLICABLE - POST SECONDARY ADULT VOCATIONAL SCHOOL

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Not required as a post-secondary institution.

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 three 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 FAA. Staff members are also members of the local industry business groups such as Miami Maintenance Council, Greater Miami Maintenance Association, Miami Chapter of the Air Force Association and the Beacon Council.

Effective Leadership

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

School Leadership Team

Membership

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

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

Duties

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

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Utilizing data driven-decision making and collective experience in industry, the team develops policies that facilitate the effective governance of Baker Aviation. Team members meet at monthly leadership meetings and attend all advisory council meetings and Educational Excellence School Advisory Council meetings. Decisions made at these meetings set the tone and direction throughout the school year for the development and deployment of human and capital resources to meet all career and industry related goals.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Rene Mantilla	Principal
Todd Pemble	Teacher
Gloria Rhodes	Education Support Employee
Patrick Heron	Teacher
James Howard	Teacher
Mark Newell	Teacher
Eleuterio Hernandez	Teacher
Lourdes Plaza	Student
Jeff Matthews	Business/Community
George Frey	Business/Community
Derrell Roberts	Business/Community
Keith Holder	Business/Community
Hector Lopez	Business/Community
John R. Pardillo	Student
John Stevens	Teacher
Benny Benitez	Business/Community
Eric P. Hockman	Business/Community
Aurora Pernes	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

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

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

Yes

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

Public and Collaborative Teaching

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

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

The Media Center acts as the focal point for collaborative planning and instruction. The FAA requires that instructors be in possession of the appropriate written maintenance instructions for each task an instructor and/or student performs. Teachers begin lessons and shop sessions by collaborating with the Media Specialist to find the required maintenance manuals and procedures.

Monthly department meetings are held to coordinate, review and improve lessons and shop sessions. Freshmen are paired with Juniors and Seniors during shop classes. In doing so, Freshmen observe and act as apprentice mechanic/helpers. This type of collaborations helps foster a learning community where educator and learner alike share experiences and learn from each other.

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

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

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

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

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.** Maintain or increase the number of industry FAA written examinations earned in General, Airframe, and Powerplant. Baseline: 292 Target: Equal to or greater than 292

- G2.** Maintain or increase the number of Occupational Completion Points earned in General. Baseline: 148 Target: Equal to or greater than 148

- G3.** Maintain or increase the number of Occupational Completion Points earned in Airframe. Baseline: 118 Target: Equal to or greater than 118

- G4.** Maintain or increase the number of Occupational Completion Points earned in Powerplant. Baseline: 98 Target: Equal to or greater than 98

Strategic Goals Detail

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

G1. Maintain or increase the number of industry FAA written examinations earned in General, Airframe, and Powerplant. Baseline: 292 Target: Equal to or greater than 292 1a

G048610

Targets Supported 1b

Indicator	Annual Target
	292.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Todd Pemble

Schedule

Quarterly, from 8/25/2014 to 7/30/2015

Evidence of Completion

Quantitatively measure the number of industry certifications completed by students in the 2014-2015 school year. Data will be compiled from: 1. Gradebook District Assessment entries 2. Database Collection, Analysis, and Performance Improvement System (DCAPIS) entries. 3. MDCPS Data in Your Hand reports.

G2. Maintain or increase the number of Occupational Completion Points earned in General. Baseline: 148
 Target: Equal to or greater than 148 **1a**

G046017

Targets Supported **1b**

Indicator	Annual Target
Certified in Field	148.0

Resources Available to Support the Goal **2**

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

Targeted Barriers to Achieving the Goal **3**

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

Plan to Monitor Progress Toward G2. **8**

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

Person Responsible

Rene Mantilla

Schedule

Quarterly, from 8/25/2014 to 7/30/2015

Evidence of Completion

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

G3. Maintain or increase the number of Occupational Completion Points earned in Airframe. Baseline: 118
Target: Equal to or greater than 118 **1a**

G046018

Targets Supported **1b**

Indicator	Annual Target
	118.0

Resources Available to Support the Goal **2**

- District Advisory Council, Industry Partners and District personnel.

Targeted Barriers to Achieving the Goal **3**

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

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

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

Person Responsible

Rene Mantilla

Schedule

Quarterly, from 8/25/2014 to 7/30/2015

Evidence of Completion

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

G4. Maintain or increase the number of Occupational Completion Points earned in Powerplant. Baseline: 98
Target: Equal to or greater than 98 **1a**

G046019

Targets Supported **1b**

Indicator	Annual Target
	98.0

Resources Available to Support the Goal **2**

- District Advisory Council, Industry Partners and District personnel.

Targeted Barriers to Achieving the Goal **3**

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

Plan to Monitor Progress Toward G4. **8**

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

Person Responsible

Rene Mantilla

Schedule

Quarterly, from 8/25/2014 to 7/30/2015

Evidence of Completion

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

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Maintain or increase the number of industry FAA written examinations earned in General, Airframe, and Powerplant. Baseline: 292 Target: Equal to or greater than 292 **1**

 G048610

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

 B121271

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

 S138358

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

George Sands

Schedule

Biweekly, from 8/25/2014 to 6/30/2015

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Rene Mantilla

Schedule

Weekly, from 8/25/2014 to 6/30/2015

Evidence of Completion

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

Action Step 3 5

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

Person Responsible

Robert Morales

Schedule

Monthly, from 8/25/2014 to 6/30/2015

Evidence of Completion

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

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

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

Keep track of additional sections offered in SY 2014-2015.

Person Responsible

George Sands

Schedule

Quarterly, from 8/25/2014 to 7/31/2015

Evidence of Completion

Increase of class sections offered in school year 2014-15 over the number of sections planned at the beginning of school year 2014-15 as shown in the Master Schedule.

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

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

Person Responsible

Rosy Diaz-Duque

Schedule

On 7/30/2015

Evidence of Completion

DCAPIS and DIYH Reports

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

B121275

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

S133430

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Robert Morales

Schedule

Quarterly, from 8/25/2014 to 7/30/2015

Evidence of Completion

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

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

Set # of part-time instructors in June 2013 as a baseline for comparison, as identified in SAP.

Person Responsible

Rene Mantilla

Schedule

Quarterly, from 8/25/2014 to 7/30/2015

Evidence of Completion

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

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

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

Person Responsible

George Sands

Schedule

Every 6 Weeks, from 8/25/2014 to 7/30/2015

Evidence of Completion

Increase of class sections offered in school year 2014-2015 over the number of sections planned at the beginning of school year 2014-15 as shown in the Master Schedule.

**G2. Maintain or increase the number of Occupational Completion Points earned in General. Baseline: 148
Target: Equal to or greater than 148 1**

 G046017

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

 B113832

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

 S125279

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

George Sands

Schedule

Quarterly, from 8/25/2014 to 7/30/2015

Evidence of Completion

Enrollment increase and class sections added to the Master Schedule.

Action Step 2 5

Monitor Occupational Completion Points (OCP)

Person Responsible

Rosy Diaz-Duque

Schedule

Quarterly, from 8/25/2014 to 7/30/2015

Evidence of Completion

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

Action Step 3 5

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

Person Responsible

Rene Mantilla

Schedule

On 7/30/2015

Evidence of Completion

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

Action Step 4 5

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

Person Responsible

Rene Mantilla

Schedule

On 7/30/2015

Evidence of Completion

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

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

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

Keep track of additional sections offered in SY 2014-2015.

Person Responsible

George Sands

Schedule

Biweekly, from 8/25/2014 to 7/30/2015

Evidence of Completion

Increase of class sections offered in school year 2014-15 over the number of sections planned at the beginning of school year 201415 as shown in the Master Schedule.

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

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

Person Responsible

Rosy Diaz-Duque


Schedule

Quarterly, from 8/25/2014 to 7/30/2015

Evidence of Completion

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

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

 S139530

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Rene Mantilla

Schedule

On 8/25/2014

Evidence of Completion

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

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

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

Person Responsible

George Sands

Schedule

Monthly, from 8/25/2014 to 7/30/2015

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 2014-2015 school year.

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

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

Person Responsible

Rosy Diaz-Duque

Schedule

Quarterly, from 8/25/2014 to 7/30/2015

Evidence of Completion

DCAPIS and DHIH Reports

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

 B113833

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

 S133356

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Rene Mantilla

Schedule

Quarterly, from 8/25/2014 to 7/30/2015

Evidence of Completion

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

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

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

Person Responsible

Rene Mantilla

Schedule

Quarterly, from 8/25/2014 to 7/30/2015

Evidence of Completion

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

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

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

Person Responsible

George Sands


Schedule

Every 6 Weeks, from 8/25/2014 to 7/30/2015

Evidence of Completion

Increase of class sections offered in school year 2014-2015 over the number of sections planned at the beginning of school year 2014-15 as shown in the Master Schedule.


G3. Maintain or increase the number of Occupational Completion Points earned in Airframe. Baseline: 118
Target: Equal to or greater than 118 **1**

 G046018

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

 B113834

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

 S125281

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

George Sands

Schedule

Biweekly, from 8/25/2014 to 7/30/2015

Evidence of Completion

Enrollment increase and class sections added to the Master Schedule

Action Step 2 **5**

Monitor Occupational Completion Points (OCPs).

Person Responsible

Rosy Diaz-Duque

Schedule

Monthly, from 8/25/2014 to 7/30/2015

Evidence of Completion

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

Action Step 3 5

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

Person Responsible

Rene Mantilla

Schedule

On 7/30/2015

Evidence of Completion

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

Action Step 4 5

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

Person Responsible

Rene Mantilla

Schedule

Monthly, from 8/25/2014 to 7/30/2015

Evidence of Completion

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

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

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

Person Responsible

George Sands

Schedule

Biweekly, from 8/25/2014 to 7/30/2015

Evidence of Completion

Increase of class sections offered in school year 2014-2015 over the number of sections planned at the beginning of school year 2014-15 as shown in the Master Schedule.

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

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

Person Responsible

Rosy Diaz-Duque

Schedule

Quarterly, from 8/25/2014 to 7/30/2015

Evidence of Completion

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

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

 S139533

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Rene Mantilla

Schedule

On 8/25/2014

Evidence of Completion

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

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

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

Person Responsible

George Sands

Schedule

Monthly, from 8/25/2014 to 10/15/2014

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 2014-2015 school year.

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

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

Person Responsible

Rosy Diaz-Duque

Schedule

Quarterly, from 10/15/2014 to 10/15/2014

Evidence of Completion

DCAPIS and DIYH Reports

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

 S139534

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Rene Mantilla

Schedule

Monthly, from 10/15/2014 to 10/15/2014

Evidence of Completion

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

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

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

Person Responsible

George Sands

Schedule

Monthly, from 10/15/2014 to 10/15/2014

Evidence of Completion

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

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

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

Person Responsible

Rosy Diaz-Duque

Schedule

Every 6 Weeks, from 10/15/2014 to 10/15/2014

Evidence of Completion

Increase of class sections offered in school year 2014-2015 over the number of sections planned at the beginning of school year 2014-15 as shown in the Master Schedule.

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

2

 B113835

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

 S133974

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Rene Mantilla

Schedule

Quarterly, from 8/25/2014 to 7/30/2015

Evidence of Completion

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

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

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

Person Responsible

Rene Mantilla

Schedule

Quarterly, from 8/25/2014 to 7/30/2015

Evidence of Completion

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

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

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

Person Responsible

George Sands

Schedule

Every 6 Weeks, from 8/25/2014 to 7/30/2015

Evidence of Completion

Increase of class sections offered in school year 2014-2015 over the number of sections planned at the beginning of school year 2014-15 as shown in the Master Schedule.


G4. Maintain or increase the number of Occupational Completion Points earned in Powerplant. Baseline: 98
Target: Equal to or greater than 98 **1**

 G046019

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

 B113837

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

 S125283

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

George Sands

Schedule

Biweekly, from 8/25/2014 to 7/30/2015

Evidence of Completion

Enrollment increase and class sections added to the Master Schedule

Action Step 2 **5**

Monitor Occupational Completion Points (OCP)

Person Responsible

Rosy Diaz-Duque

Schedule

Monthly, from 10/15/2014 to 10/15/2014

Evidence of Completion

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

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

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

Person Responsible

George Sands

Schedule

Monthly, from 8/25/2014 to 7/30/2015

Evidence of Completion

Increase of class sections offered in school year 2014-15 over the number of sections planned at the beginning of school year 201415 as shown in the Master Schedule.

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

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

Person Responsible

Rosy Diaz-Duque


Schedule

Biweekly, from 8/25/2014 to 7/30/2015

Evidence of Completion

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

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

 S139542

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Rene Mantilla

Schedule

On 8/25/2014

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

George Sands

Schedule

Weekly, from 8/25/2014 to 7/30/2015

Evidence of Completion

Enrollment increase and class sections added to the Master Schedule

Action Step 3 5

Monitor Occupational Completion Points (OCP)

Person Responsible

Rosy Diaz-Duque

Schedule

Monthly, from 8/25/2014 to 7/30/2015

Evidence of Completion

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

Action Step 4 5

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

Person Responsible

Rene Mantilla

Schedule

On 7/30/2015

Evidence of Completion

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

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

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

Person Responsible

George Sands

Schedule

Monthly, from 8/25/2014 to 7/30/2015

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 2014-2015 school year.

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

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

Person Responsible

Rosy Diaz-Duque

Schedule

On 7/30/2015

Evidence of Completion

DCAPIS and DIYH Reports

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

 S139543

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Rene Mantilla

Schedule

Quarterly, from 8/25/2014 to 7/30/2015

Evidence of Completion

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

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

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

Person Responsible

George Sands

Schedule

On 10/15/2014

Evidence of Completion

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

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

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

Person Responsible

Rosy Diaz-Duque

Schedule


Every 6 Weeks, from 8/25/2014 to 7/30/2015

Evidence of Completion

Increase of class sections offered in school year 2014-2015 over the number of sections planned at the beginning of school year 2014-15 as shown in the Master Schedule.

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

2

 B121417

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

 S133530

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Rene Mantilla

Schedule

Quarterly, from 8/25/2014 to 7/30/2015

Evidence of Completion

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

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

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

Person Responsible

Rene Mantilla

Schedule

Quarterly, from 8/25/2014 to 7/30/2015

Evidence of Completion

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

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

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

Person Responsible

George Sands

Schedule

Every 6 Weeks, from 8/25/2014 to 7/30/2015

Evidence of Completion

Increase of class sections offered in school year 2014-15 over the number of sections planned at the beginning of school year 2014-15 as shown in the Master Schedule.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Monitoring class lists and adding additional class sections. Expand hours of operation.	Sands, George	8/25/2014	Enrollment increase and class sections added to the Master Schedule.	7/30/2015 quarterly
G3.B1.S1.A1	Monitoring class lists and adding additional class sections. Expand hours of operation.	Sands, George	8/25/2014	Enrollment increase and class sections added to the Master Schedule	7/30/2015 biweekly
G4.B1.S1.A1	Monitoring class lists and adding additional class sections. Expand hours of operation.	Sands, George	8/25/2014	Enrollment increase and class sections added to the Master Schedule	7/30/2015 biweekly
G1.B2.S1.A1	Adjust Airframe and Powerplant shops utilization schedule to facilitate timely completion of all related projects for dual enrolled high school juniors and seniors.	Morales, Robert	8/25/2014	Increased the availability of Airframe and Powerplant shop time for dual enrolled high school students.	7/30/2015 quarterly
G4.B2.S1.A1	Advertise and solicit for additional part-time instructors. Develop a pool of qualified instructors.	Mantilla, Rene	8/25/2014	Increase in number of instructors on the qualified substitute teacher list over the number listed in 2014.	7/30/2015 quarterly
G3.B2.S1.A1	Advertise and solicit for additional part-time instructors. Develop a pool of qualified instructors.	Mantilla, Rene	8/25/2014	Increase in number of instructors on the qualified substitute teacher list over the number listed in 2014	7/30/2015 quarterly
G1.B1.S1.A1	Meet with Leadership Team and TPEs to review Part 147 Curriculum deployment in high school dual enrollment program and make necessary changes to lesson plans during instructional collaboration.	Sands, George	8/25/2014	Part 147 Curriculum deployment is more effectively aligned to instructional time available within the secondary school year.	6/30/2015 biweekly
G4.B1.S2.A1	Review Part 147 Regulation and school's operations manual to identify processes for program expansion,	Mantilla, Rene	8/25/2014	Plan of action for program deployment outside of the current facility.	8/25/2014 one-time
G4.B1.S3.A1	Conduct District Advisory Meetings to collaborate with Industry to identify highly qualified Aircraft Maintenance Mechanics.	Mantilla, Rene	8/25/2014	List of newly hired instructors to work part-time hourly.	7/30/2015 quarterly
G2.B2.S1.A1	Advertise and solicit for additional part-time instructors. Develop a pool of qualified instructors.	Mantilla, Rene	8/25/2014	Increase in number of instructors on the qualified substitute teacher list over the number listed in 2014	7/30/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.A1	Review Part 147 Regulation and school's operations manual to identify processes for program expansion,	Mantilla, Rene	8/25/2014	Plan of action for program deployment outside of the current facility.	8/25/2014 one-time
G3.B1.S2.A1	Review Part 147 Regulation and school's operations manual to identify processes for program expansion,	Mantilla, Rene	8/25/2014	Plan of action for program deployment outside of the current facility.	8/25/2014 one-time
G3.B1.S3.A1	Increase the number of part-time instructors to allow for additional classes when room space allows.	Mantilla, Rene	10/15/2014	Increase in number of instructors on the qualified substitute teacher list over the number listed in 2014	10/15/2014 monthly
G1.B1.S1.A2	Create a testing schedule that ensures that FAA Qualifying and Written Examinations are conducted prior to the end of the secondary school year.	Mantilla, Rene	8/25/2014	Increased number of dual enrolled students tested in FAA Qualifying and Written Exams as documented in the Database Collection, Analysis, and Performance Improvement System (DCAPIS).	6/30/2015 weekly
G2.B1.S1.A2	Monitor Occupational Completion Points (OCP)	Diaz-Duque, Rosy	8/25/2014	OCP Reports from Database Collection, Analysis, and Performance Improvement System (DCAPIS) and Data in Your Hands.	7/30/2015 quarterly
G3.B1.S1.A2	Monitor Occupational Completion Points (OCPs).	Diaz-Duque, Rosy	8/25/2014	OCP Reports from Database Collection, Analysis, and Performance Improvement System (DCAPIS) and Data in Your Hands.	7/30/2015 monthly
G4.B1.S2.A2	Monitoring class lists and adding additional class sections. Expand hours of operation.	Sands, George	8/25/2014	Enrollment increase and class sections added to the Master Schedule	7/30/2015 weekly
G4.B1.S1.A2	Monitor Occupational Completion Points (OCP)	Diaz-Duque, Rosy	10/15/2014	OCP Reports from Database Collection, Analysis, and Performance Improvement System (DCAPIS) and Data in Your Hands.	10/15/2014 monthly
G1.B1.S1.A3	Adjust Airframe and Powerplant shops utilization schedule to facilitate timely completion of all related projects for dual enrolled high school juniors and seniors.	Morales, Robert	8/25/2014	Increased the availability of Airframe and Powerplant shop time for dual enrolled high school students.	6/30/2015 monthly
G2.B1.S1.A3	Review Part 147 Regulation and school's operations manual to identify processes for program expansion,	Mantilla, Rene	8/25/2014	Plan of action for program deployment outside of the current facility.	7/30/2015 one-time
G3.B1.S1.A3	Review Part 147 Regulation and school's operations manual to identify processes for program expansion.	Mantilla, Rene	8/25/2014	Plan of action for program deployment outside of the current facility.	7/30/2015 one-time
G4.B1.S2.A3	Monitor Occupational Completion Points (OCP)	Diaz-Duque, Rosy	8/25/2014	OCP Reports from Database Collection, Analysis, and Performance Improvement System (DCAPIS) and Data in Your Hands.	7/30/2015 monthly
G2.B1.S1.A4	Conduct District Advisory Meetings to collaborate with Industry to identify highly qualified Aircraft Maintenance Mechanics.	Mantilla, Rene	8/25/2014	Minutes of Advisory council meetings. Increase in pool of available part-time hourly instructors.	7/30/2015 one-time
G3.B1.S1.A4	Conduct District Advisory Meetings to collaborate with Industry to identify highly qualified Aircraft Maintenance Mechanics.	Mantilla, Rene	8/25/2014	List of newly hired instructors to work part-time hourly.	7/30/2015 monthly
G4.B1.S2.A4	Conduct District Advisory Meetings to collaborate with Industry to identify highly qualified Aircraft Maintenance Mechanics.	Mantilla, Rene	8/25/2014	List of newly hired instructors to work part-time hourly.	7/30/2015 one-time
G1.MA1	Quantitatively measure the number of industry certifications completed by students. Calculate how many students have taken an industry certifying exam.	Pemble, Todd	8/25/2014	Quantitatively measure the number of industry certifications completed by students in the 2014-2015 school year. Data will be compiled from: 1. Gradebook District Assessment entries	7/30/2015 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				2. Database Collection, Analysis, and Performance Improvement System (DCAPIS) entries. 3. MDCPS Data in Your Hand reports.	
G1.B2.S1.MA1	Monitoring class lists and adding additional class sections. Expand hours of operation, if possible.	Sands, George	8/25/2014	Increase of class sections offered in school year 2014-2015 over the number of sections planned at the beginning of school year 2014-15 as shown in the Master Schedule.	7/30/2015 every-6-weeks
G1.B2.S1.MA1	Set # of part-time instructors in June 2013 as a baseline for comparison, as identified in SAP.	Mantilla, Rene	8/25/2014	Increased number of part-time instructors on the substitute list from June 2014.	7/30/2015 quarterly
G1.B1.S1.MA1	Monitor Database Collection, Analysis, And Performance Improvement System (DCAPIS) and M-DCPS Data in Your Hands (DIYH)	Diaz-Duque, Rosy	8/25/2014	DCAPIS and DIYH Reports	7/30/2015 one-time
G1.B1.S1.MA1	Monitor waiting list to determine whether enough students are available to warrant an additional section of class. Keep track of additional sections offered in SY 2014-2015.	Sands, George	8/25/2014	Increase of class sections offered in school year 2014-15 over the number of sections planned at the beginning of school year 2014-15 as shown in the Master Schedule.	7/31/2015 quarterly
G2.MA1	Monitor Database Collection, Analysis, and Performance Improvement System (DCAPIS)	Mantilla, Rene	8/25/2014	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.	7/30/2015 quarterly
G2.B1.S1.MA1	Monitor Database Collection, Analysis, And Performance Improvement System (DCAPIS)	Diaz-Duque, Rosy	8/25/2014	Internal tracking via Database Collection, Analysis, and Performance Improvement System (DCAPIS) reports on completed OCPs by program and trimester.	7/30/2015 quarterly
G2.B1.S1.MA1	Monitor waiting list to determine whether enough students are available to warrant an additional section of class. Keep track of additional sections offered in SY 2014-2015.	Sands, George	8/25/2014	Increase of class sections offered in school year 2014-15 over the number of sections planned at the beginning of school year 2014-15 as shown in the Master Schedule.	7/30/2015 biweekly
G2.B2.S1.MA1	Monitoring class lists and adding additional class sections. Expand hours of operation	Sands, George	8/25/2014	Increase of class sections offered in school year 2014-2015 over the number of sections planned at the beginning of school year 2014-15 as shown in the Master Schedule.	7/30/2015 every-6-weeks
G2.B2.S1.MA1	Monitor Data In Your Hands (DIYH). 2. Set # of part-time instructors in June 2013 as a baseline for comparison, as identified in SAP.	Mantilla, Rene	8/25/2014	Increased number of part-time instructors on the substitute list from June 2014.	7/30/2015 quarterly
G2.B1.S2.MA1	Monitor Database Collection, Analysis, And Performance Improvement System (DCAPIS)	Diaz-Duque, Rosy	8/25/2014	DCAPIS and DHIH Reports	7/30/2015 quarterly
G2.B1.S2.MA1	Increase opportunities for students to complete requirements so that they are eligible to earn an OCP.	Sands, George	8/25/2014	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 2014-2015 school year.	7/30/2015 monthly
G3.MA1	Monitor Database Collection, Analysis, And Performance Improvement System (DCAPIS)	Mantilla, Rene	8/25/2014	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	7/30/2015 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				Improvement System (DCAPIS) reports as well as Data in Your Hands.	
G3.B1.S1.MA1	Monitor Database Collection, Analysis, and Performance Improvement System (DCAPIS)	Diaz-Duque, Rosy	8/25/2014	Internal tracking via Database Collection, Analysis, and Performance Improvement System (DCAPIS) reports on completed OCPs by program and trimester.	7/30/2015 quarterly
G3.B1.S1.MA1	Monitor waiting list to determine whether enough students are available to warrant an additional section of class.	Sands, George	8/25/2014	Increase of class sections offered in school year 2014-2015 over the number of sections planned at the beginning of school year 2014-15 as shown in the Master Schedule.	7/30/2015 biweekly
G3.B2.S1.MA1	Monitoring class lists and adding additional class sections. Expand hours of operation	Sands, George	8/25/2014	Increase of class sections offered in school year 2014-2015 over the number of sections planned at the beginning of school year 2014-15 as shown in the Master Schedule.	7/30/2015 every-6-weeks
G3.B2.S1.MA1	Monitor Data In Your Hands (DIYH). 2. Set # of part-time instructors in June 2013 as a baseline for comparison, as identified in SAP.	Mantilla, Rene	8/25/2014	Increased number of part-time instructors on the substitute list from June 2014.	7/30/2015 quarterly
G3.B1.S2.MA1	Monitor Database Collection, Analysis, and Performance Improvement System (DCAPIS)	Diaz-Duque, Rosy	10/15/2014	DCAPIS and DIYH Reports	10/15/2014 quarterly
G3.B1.S2.MA1	Increase opportunities for students to complete requirements so that they are eligible to earn an OCP.	Sands, George	8/25/2014	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 2014-2015 school year.	10/15/2014 monthly
G3.B1.S3.MA1	Monitoring class lists and adding additional class sections. Expand hours of operation	Diaz-Duque, Rosy	10/15/2014	Increase of class sections offered in school year 2014-2015 over the number of sections planned at the beginning of school year 2014-15 as shown in the Master Schedule.	10/15/2014 every-6-weeks
G3.B1.S3.MA1	Monitor Data In Your Hands (DIYH). 2. Set # of part-time instructors in June 2013 as a baseline for comparison, as identified in SAP.	Sands, George	10/15/2014	Increased number of part-time instructors on the substitute list from June 2014.	10/15/2014 monthly
G4.MA1	Monitor Database Collection, Analysis, And Performance Improvement System (DCAPIS).	Mantilla, Rene	8/25/2014	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.	7/30/2015 quarterly
G4.B1.S1.MA1	Monitor Database Collection, Analysis, And Performance Improvement System (DCAPIS)	Diaz-Duque, Rosy	8/25/2014	Internal tracking via Database Collection, Analysis, and Performance Improvement System (DCAPIS) reports on completed OCPs by program and trimester.	7/30/2015 biweekly
G4.B1.S1.MA1	Monitor waiting list to determine whether enough students are available to warrant an additional section of class.	Sands, George	8/25/2014	Increase of class sections offered in school year 2014-15 over the number of sections planned at the beginning of school year 201415 as shown in the Master Schedule.	7/30/2015 monthly
G4.B2.S1.MA1	Monitoring class lists and adding additional class sections. Expand hours of operation	Sands, George	8/25/2014	Increase of class sections offered in school year 2014-15 over the number of sections planned at the beginning of school year 2014-15 as shown in the Master Schedule.	7/30/2015 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B2.S1.MA1	Monitor Data In Your Hands (DIYH). 2. Set # of part-time instructors in June 2013 as a baseline for comparison, as identified in SAP.	Mantilla, Rene	8/25/2014	Increased number of part-time instructors on the substitute list from June 2014..	7/30/2015 quarterly
G4.B1.S2.MA1	Monitor Database Collection, Analysis, And Performance Improvement System (DCAPIS) and M-DCPS Data in Your Hands (DIYH)	Diaz-Duque, Rosy	8/25/2014	DCAPIS and DIYH Reports	7/30/2015 one-time
G4.B1.S2.MA1	Increase opportunities for students to complete requirements so that they are eligible to earn an OCP.	Sands, George	8/25/2014	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 2014-2015 school year.	7/30/2015 monthly
G4.B1.S3.MA1	Monitoring class lists and adding additional class sections. Expand hours of operation	Diaz-Duque, Rosy	8/25/2014	Increase of class sections offered in school year 2014-2015 over the number of sections planned at the beginning of school year 2014-15 as shown in the Master Schedule.	7/30/2015 every-6-weeks
G4.B1.S3.MA1	Monitor Data In Your Hands (DIYH). 2. Set # of part-time instructors in June 2013 as a baseline for comparison, as identified in SAP.	Sands, George	10/15/2014	Increased number of part-time instructors on the substitute list from June 2014.	10/15/2014 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Maintain or increase the number of industry FAA written examinations earned in General, Airframe, and Powerplant. Baseline: 292 Target: Equal to or greater than 292

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

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

PD Opportunity 1

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

Facilitator

Todd Pemble, Instructor; Ms. Sigillo, PD Facilitator; District PD office

Participants

Instructors, Administrators

Schedule

Biweekly, from 8/25/2014 to 6/30/2015

G2. Maintain or increase the number of Occupational Completion Points earned in General. Baseline: 148
Target: Equal to or greater than 148

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

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

PD Opportunity 1

Monitor Occupational Completion Points (OCP)

Facilitator

MDCPS -Department of Career and Technical Education

Participants

Instructors and Administrators

Schedule

Quarterly, from 8/25/2014 to 7/30/2015

G3. Maintain or increase the number of Occupational Completion Points earned in Airframe. Baseline: 118
Target: Equal to or greater than 118

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

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

PD Opportunity 1

Monitor Occupational Completion Points (OCPs).

Facilitator

MDCPS -Department of Career and Technical Education

Participants

Instructors and Administrators

Schedule

Monthly, from 8/25/2014 to 7/30/2015

G4. Maintain or increase the number of Occupational Completion Points earned in Powerplant. Baseline: 98
Target: Equal to or greater than 98

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

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

PD Opportunity 1

Monitor Occupational Completion Points (OCP)

Facilitator

MDCPS -Department of Career and Technical Education

Participants

Instructors and Administrators

Schedule

Monthly, from 10/15/2014 to 10/15/2014

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0