
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 7801 - George T. Baker Aviation School

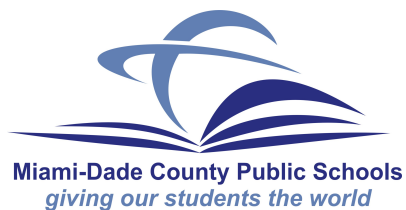
FeederPattern: Adult/Vocational Ed.

Region: Adult/Vocational

District: 13 - Miami-Dade

Principal: Sean Gallagan

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

George T. Baker Aviation School

George T. Baker Aviation School, located at 3275 N. W. 42 Avenue has been providing aviation maintenance and electronic/avionics technology training since 1939 to secondary and postsecondary students throughout Miami-Dade County. The school is certified by the Federal Aviation Administration (FAA) and strongly supported by the local aviation industry. Students who complete the Airframe and Powerplant Technician programs and obtain an FAA certificate are eligible to receive up to 60 college credits at local colleges. Students who complete the electronic/avionics technology program are qualified to obtain a Federal Communications Commission (FCC) license. There are 519 high school students enrolled in the school. They attend Baker Aviation School on a part-time basis where they take their elective courses. The ethnic makeup of the student body is 78 percent Hispanic, 17 percent Black, and five percent White. Eighty-nine percent of the student body is male. Additionally, there are currently 271 post-secondary students attending day or evening classes on a full or part-time basis.

The School Improvement Plan objectives identified for the 2006-2007 school year by the Educational Excellence School Advisory Council are:

Given an emphasis on safety procedures instruction, 100 percent of teachers will conduct instruction of safety procedures as evidenced by a review of their lessons plans for the 2006-2007 school year.

Given an emphasis on the use of technology in the classroom, 100 percent of all FAA general curriculum teachers will use technology during instruction as evidenced by their lesson plans for the 2006-2007 school year.

Given school wide attention to the Workforce Development Performance-Based Funding System and the District's Vocational Centers, student enrollment will increase by three percent during the 2006-2007 school year as compared to the 2005-2006 school year as documented by the Vocational Centers / Adult Education Scorecard.

Based on the results of the Organizational Performance Improvement Snapshot, two areas for improvement were identified. The first area identified for improvement was Strategic Planning. Each work group must be a part of the goal setting process. Each member of the work group must know their goals and how they are doing on reaching their goals. Additionally, each work group must know of the goals of the school and how they impact and influence each other.

The second area identified for improvement is Human Resources. Strides must be made for each work group, as well as day and evening programs, to cooperate and work as a team. Faculty and staff need additional encouragement on improving those job skills that impact student learning. Lastly, faculty and staff need to be recognized for their contributions and their well-being.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

George T. Baker Aviation School

VISION

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

MISSION

The mission of George T. Baker Aviation School is to provide quality training to persons interested in aviation maintenance, electronics, and avionics to become an integral part of industry. To accomplish this mission, the school must enhance the curriculum, utilize industry resources, encourage students to obtain their Federal Aviation Administration certificates or Federal Communications Commission license, and place students in jobs that are related to their training. The academic and technical expectations established by the instructional staff and the strong educational leadership provided by the principal make it possible for the school to accomplish this mission.

CORE VALUES

The staff and community at George T. Baker Aviation School firmly believe that all students are capable of learning. We, therefore, are committed to developing each student's academic, social, physical, and emotional potential in a safe and nurturing environment, thereby creating lifelong learners and productive citizens prepared to enter a global workforce.

The staff and community at George T. Baker Aviation School are dedicated to creating a school climate that is safe and provides the most modern instructional materials.

The staff and community at George T. Baker Aviation School are dedicated to creating a positive, cooperative working relationship between the administration, faculty, staff, parents, and the community who will work together in support of a program of excellence for all our students.

School Demographics

George T. Baker Aviation School, located at 3275 N. W. 42nd Avenue has been providing aviation maintenance, electronics, and avionics technology training since 1939 to secondary and postsecondary students. The school is a public, tax-supported institution authorized by the Florida Department of Education and operated by Miami-Dade County Public Schools (M-DCPS). It is certified by the Federal Aviation Administration (FAA) under Part 147 of the Federal Aviation Regulations (FAR) and accredited by the Council on Occupational Education (COE).

The school is located on a five-acre campus adjacent to the Miami International Airport. It is within close proximity to other aviation maintenance companies. The local aviation industry is very supportive of the school and provides training opportunities for teachers, field trips and internship programs for students, donation of equipment and supplies, scholarships, and employment opportunities. The school also has a strong advisory committee. The committee is composed of representatives from the aviation, electronics, and avionics industries.

The programs at Baker Aviation School are offered in accordance with the school's mission and is recognized by industry for producing quality graduates for employment. Over the years, the school has been able to place over 90 percent of its graduates at jobs related to their training. This is an indication of the quality of the instructional programs offered at the school. The curriculum is intense and highly structured. Numerous classes within each program are considered Level III courses. The instructional staff meet all state and district qualifications for teacher certification, have related industry experience, and maintain a high level of professionalism.

Students who complete the Airframe and Powerplant Technician programs and obtain an FAA certificate are eligible to receive up to 60 college credits at local colleges. Students who complete the Electronics and Avionics Technology programs are qualified to obtain a Federal Communications Commission (FCC) license and may articulate with Miami-Dade College.

Secondary students are recruited from all high schools throughout Miami-Dade County. Students are selected based on their interest in aviation, academic grades, and attendance. Students must be recommended by a counselor at their home school. The school provides opportunities for all students with varying academic levels. Students who participate in the Exceptional Student Education program, must have a valid Individualized Educational Plan (IEP). School personnel participates in the development of the IEP as it relates to the vocational education programs at George T. Baker Aviation School.

There are 519 high school students enrolled in the school. They attend Baker Aviation School on a part-time basis where they take their elective courses. The ethnic makeup of the student body is 78 percent Hispanic, 17 percent Black, and five percent White. Eighty-nine percent of the student body is male. The academic courses are taken at the home high school. Students are provided bus transportation to and from Baker Aviation School.

There are currently 271 post-secondary students attending day or evening classes on a full or part-time basis. Post secondary students pay tuition fees, but approximately 55 percent receive financial assistance. The school conducts an intense recruitment program in an effort to maintain student enrollment. Students attending Baker Aviation School come from communities throughout South Florida, the caribbean, and from around the world. The school consistently maintains a 90 percent or above placement rate of its program completers and has received national recognition.

Counselors are available to assist students with personal problems as well as career decisions. A career specialist is available to assist students with job placement opportunities. Teachers serve as mentors to assist students in achieving their career goals. Students are provided opportunities to participate in vocational clubs and civic activities.

The staff at George T. Baker Aviation School is team-oriented and highly dedicated to their profession. Baker Aviation School is staffed with three administrators, 26 teachers, and 25 support personnel. The administrative staff is very knowledgeable and dedicated to school improvement. The instructional staff has a strong aviation and electronics industry background that excites student learning. Our teachers have an average of eleven years of teaching experience. Seventy percent have a degree, and 30 percent have advanced degrees. They all have the required state and district teacher certification and participate in industry related, classroom management, and instructional related workshops. All aviation teachers have FAA Airframe and Powerplant certificates, and electronics and avionics instructors have an FCC license. Teachers work in industry or participate in industry in-service programs to stay abreast of the latest trends in the aviation industry.

There is a very small teacher turnover rate at the school. Eighty-five percent of the staff has been at the school five or more years. The non-instructional staff is very supportive of the school and its mission. Although the facility has deteriorated over the years, it is adequate. The staff maintains a safe and clean environment which supports a strong instructional program. The school personnel is very effective in obtaining maximum utilization of available space and is adept and cooperative where space is limited.

The principal and assistant principals are proactive and provide educational leadership for the school. They are very supportive of teachers and staff. The 2004-2005 School Climate Survey indicates that the staff morale is high and, in general; Baker Aviation School is thought of as a good place to work.

George T. Baker Aviation School and its students and teachers have received numerous awards during 2005-06. Baker Aviation students received awards for: First, Second, and Third Place District awards from Skills USA – Vocational Industrial Clubs of America and First, Second, and Third Place State awards from Skills USA – Vocational Industrial Clubs of America. Additionally, students received scholarships from the Community Blood Center and MDC Fair and Exposition. Not only is the school and students routinely recognized for outstanding performance, but our teachers also have received accolades including, “Top 10 Best Certification Administrators” from ETA International and once again the “Outstanding Chapter” from Skills USA – Vocational Industrial Clubs of America.

George T. Baker Aviation School has numerous strengths, challenges, and opportunities for improvement. Baker Aviation is Miami-Dade’s only school approved by the FAA to provide training to meet the requirements for Airframe and Powerplant technicians. Baker Aviation is only one of three schools of its kind to offer courses to both high school and adult students. Additionally, Baker Aviation provides training for students to complete the requirements for Electronics and Avionics. As the only FAA approved training school in Miami-Dade County, we are continuously challenged in meeting the employment needs of the local industry. With the completion of our construction and renovation project, we will have additional opportunities to expand our program from a solely technical program to include programs in professional aviation. Also, with the completion of our construction and renovation project, we will be able to accept more students into our aviation program, allowing us to increase the number of skilled employees for the aviation industry.

School Foundation

Leadership:

The leadership focus category of the Organizational Performance Improvement Snapshot (OPIS) reflects a score of 4.5 out of 5.0. This is an increase of .1 from previous year. Analysis of the data indicates that leadership at Baker Aviation is dedicated to its mission to provide training to persons interested in aviation maintenance, electronics, and avionics to become an integral part of industry. The school leadership focuses on achieving this mission by creating a positive working environment and involving all employees in the operation and decision making process.

District Strategic Planning Alignment:

The strategic planning focus category of the (OPIS) reflects a score of 4.1 out of 5.0. This is an increase of .1 from the previous year. Analysis of the data indicates that Baker Aviation is dedicated to its goal of increasing the number of qualified students who complete our courses and ultimately join the aviation workforce. Staff is continuously being asked for input into achieving this goal.

Stakeholder Engagement:

The customer and market focus category of the (OPIS) reflects a score of 4.3 out of 5.0. This is the same as the previous year. Analysis of the data indicates that all stakeholders are critical to the success of the mission of Baker Aviation. Through regular, scheduled meetings, stakeholders are invited to share their concerns and needs with Baker Aviation. Additionally, stakeholders are routinely asked about their satisfaction with Baker Aviation and suggestions for improvement.

Faculty & Staff:

The human resources focus category of the (OPIS) reflects a score of 4.1 out of 5.0. This is an increase of .1 from the previous year. Analysis of the data indicates that Baker Aviation effectively uses the team approach in the organization of its departments. All of our instructors are required to be FAA certified Airframe and Powerplant mechanics. Department chairs and the administration mentor new instructors on procedures and techniques in order for them to be successful in the classroom. Assistance is provided to other teachers having problems with students, curriculum, classroom management, or other functions.

Data/Information/Knowledge Management:

The measurement, analysis, and knowledge management focus category of the (OPIS) reflects a score of 4.4 out of 5.0. This is an increase of .2 from the previous year. Analysis of the data indicates that Baker Aviation gathers and interprets data trends in order to improve the marketing of Baker Aviation. Data is used to identify potential students for enrollment in Baker Aviation. Academic data is monitored to provide supplementary learning opportunities to students who may need assistance.

Education Design:

The process management focus category of the (OPIS) reflects a score of 4.1 out of 5.0. This is an increase of .1 from the previous year. Analysis of the data indicates that additional attention needs to be given to resource

allocation. Baker Aviation operates on a semester basis for high school students and a trimester basis for adult students. The school is open from 7:00 a.m. to 10:30 p.m., Monday through Friday. The Media Center is also open these hours and is available to students. Because of the structure of the programs and the schedule of classes, the school does not offer a formal before or after school program. Students experiencing academic problems and needing additional assistance are given opportunities to stay after school. The school is open throughout the summer for adult students.

The School Improvement Model used at Baker Aviation is the Plan Do Study Act (PDSA). The PDSA enables the school to develop a plan for continuous improvement. The focus is on high expectations for all students. Character education is an integral part of the curriculum. Teachers are encouraged to address at least one topic on character education each month within their lesson. The Media Center prepares special presentations and bulletin board displays.

Students who complete Baker Aviation have the opportunity to pursue an Associates of Arts (AA) degree from either Broward Community College or Miami-Dade College. We have a close working relationship with both institutions and encourage our students to pursue their AA degree.

Performance Results:

The business results focus category of the (OPIS) reflects a score of 4.2 out of 5.0. This is an increase of .1 from previous year. Analysis of the data indicates Baker Aviation continuously monitors the performance of its students and of issues which may negatively influence their completion of our programs. Reports from ITS are closely reviewed to determine possible action that Baker Aviation can take to fulfill its mission.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 1 STATEMENT:

Not Applicable

Needs Assessment

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Action Steps

Research-Based Programs

Professional Development

Evaluation

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 2 STATEMENT:

Not Applicable

Needs Assessment

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Action Steps

Research-Based Programs

Professional Development

Evaluation

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 3 STATEMENT:

Not Applicable

Needs Assessment

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Action Steps

Research-Based Programs

Professional Development

Evaluation

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 4 STATEMENT:

Not Applicable

Needs Assessment

Measurable Objective

Action Steps

Research-Based Programs

Professional Development

Evaluation

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 5 STATEMENT:

Not Applicable

Needs Assessment

Measurable Objective

Action Steps

Research-Based Programs

Professional Development

Evaluation

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 6 STATEMENT:

Increase the frequency of safety instruction for all students.

Needs Assessment

Due to the nature of George T. Baker Aviation School, safety is of paramount importance. Students' regular work on and around operational mechanical equipment, including, but not limited to, reciprocal and turbine engines, landing gear, aircraft and aircraft systems. A review of teacher lesson plans indicates that the review of safety procedures may not be adequately covered during classroom instruction.

Measurable Objective

Given an emphasis on safety procedures instruction, 100 percent of teachers will conduct instruction of safety procedures as evidenced by a review of their lessons plans for the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop a Safety Committee to review and implement safety procedures.	Assistant Principal	08/10/2006	07/26/2007	Continuous Improvement Model	\$0.00
Monitoring of lesson plans for inclusion of safety procedures instruction.	Assistant Principal	8/10/2006	7/26/2007	Continuous Improvement Model	\$0.00
Observation of teaching for inclusion of safety procedures instruction.	Assistant Principal	8/10/2006	7/26/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Not Applicable

Professional Development

The following professional development opportunities will be provided to the staff:

- * Safety Procedures in the Workplace
- * Safety Procedures and the Airframe Classroom/Shop
- * Safety Procedures and the Powerplant Classroom/Shop
- * Safety Procedures and the General Classroom/Shop

Evaluation

Lesson plans will be reviewed quarterly to ensure the instruction of safety procedures are being conducted.

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 7 STATEMENT:

Increase the use of instructional technology by teachers in the classroom.

Needs Assessment

A review of teacher lesson plans indicate that technology is not being used adequately for instruction. The school has provided computers and LCD projectors for each classroom. Lesson plans and direct observation of classes indicate the need for the increased use of technology in the classroom.

Measurable Objective

Given an emphasis on the use of technology in the classroom, 100 percent of all FAA general curriculum teachers will use technology during instruction as evidenced by their lesson plans for the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
In class facilitation.	Media Specialist	8/10/2006	7/26/2007	Mentoring Opportunities	\$0.00
Monitoring of lesson plans to ensure inclusion of technology.	Assistant Principal	8/10/2006	7/26/2007	Continuous Improvement Model	\$0.00
Observation of teaching for the use of technology for instruction.	Assistant Principal	8/10/2006	7/26/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Not Applicable

Professional Development

The following professional development opportunities will be provided to the staff:

- * Integration of Technology into the Classroom
- * Use of Electronic Resources for Instruction

Evaluation

Lesson plans will be reviewed quarterly to ensure that technology is used during classroom instruction.

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 8 STATEMENT:

Not Applicable

Needs Assessment

Measurable Objective

Action Steps

Research-Based Programs

Professional Development

Evaluation

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 9 STATEMENT:

Increase the enrollment of students.

Needs Assessment

A review of the student enrollment indicated that student enrollment in the school has declined. Student enrollment was 910 during 2002-2003, 786 during 2003-2004, 724 during 2004-2005, and 718 during 2005-2006. There is a one year lag time in the reported numbers. The funding structure for the school is based on student enrollment and the number of Occupational Completion Points earned by students. Industry partners and commerce groups have expressed a concern with the low number of students completing their education at Baker Aviation. The aviation industry is currently having difficulty meeting their needs for aviation technicians.

Measurable Objective

Given school wide attention to the Workforce Development Performance-Based Funding System and the District's Vocational Centers, student enrollment will increase by three percent during the 2006-2007 school year as compared to the 2005-2006 school year as documented by the Vocational Centers / Adult Education Scorecard.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase the marketing of the school to potential students.	Principal	8/10/2006	7/26/2007	Career Development Programs	\$30000.00
Obtain up to date contact information from students to enable staff to follow-up with phone calls as needed.	Assistant Principal	8/10/2006	7/26/2007	Career Development Programs	\$0.00
Develop partnerships with local industry partners to expand recruitment efforts.	Career Specialist	8/10/2006	7/26/2007	Community Partnerships	\$5000.00
Identify students who are experiencing academic or other problems and assign them to a teacher who will provide additional assistance.	Counselor	8/10/2006	7/26/2007	Mentoring Opportunities	\$460.00

Research-Based Programs

Not Applicable

Professional Development

The following professional development opportunities will be provided to staff:

- * Customer Service Workshop
- * Strategies for Teaching Mathematics
- * Strategies for Teaching Reading
- * Test Taking Techniques
- * Data Collection and Analysis

Evaluation

The evaluation of this objective will be determined by comparing the number of enrolled students from 2005-2006 to 2006-2007 as reported on the Vocational Centers / Adult Education Scorecard.

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 10 STATEMENT:

Not Applicable

Needs Assessment

Measurable Objective

Action Steps

Research-Based Programs

Professional Development

Evaluation

GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 11 STATEMENT:

Not Applicable

Needs Assessment

Measurable Objective

Action Steps

Research-Based Programs

Professional Development

Evaluation

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

Budget:

The EESAC recommended that mini-budget training be provided to EESAC members.

Training:

The EESAC recommended that staff development be included in the strategies of the School Improvement Plan objective.

Instructional Materials:

The EESAC recommended that funds be provided, via the departments, in order for teachers to purchase instructional materials.

Technology:

The EESAC recommended that technology be included in the strategies of the School Improvement Plan objective. Additionally, attempts need to be made to make the complete campus wireless.

Staffing:

The EESAC recommended that all vacant positions be filled as quickly as possible.

Student Support Services:

The EESAC recommended that emphasis be placed on increasing the student attendance rate and decrease the number of student discipline referrals.

Other Matters of Resource Allocation:

The EESAC recommended that additional funds be made available to teachers through mini-grants.

Benchmarking:

The EESAC recommended that benchmarking activities be included in the strategies of the School Improvement Plan objective.

School Safety & Discipline:

The EESAC recommended that a sub-committee be created to address the issues of safety. Additionally, training in the area of OSHA and DERM need to be provided to ensure compliance.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$0.00
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$35,460.00
Goal 10: Return On Investment	\$0.00
Goal 11: Graduation (High Schools Only)	\$0.00
Total:	\$35,460.00

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent