Student Retention Plan
2026-2027

George T. Baker Aviation Technical College
3275 NW 42nd Avenue, Miami Fl 33142

George T. Baker Aviation Techncial College
(Extension Campus)
13125 SW 72nd Street, Miami , Fl 33183
www.bakeraviationtechcollege.com

Federal Aviation Administration

George T. Baker Aviation Technical College

Administrative Staff

Alissa Tapia, Director

Joseph Evans, Associate Director and Accreditation Liaison Officer

Janice Sosa, Assistant Director

Alvaro Chozo, Business Manager

Support Staff

Sophia Sanchez, Media Specialist

Vivian Garcia, Counselor

Leticia L. Figueroa, Counselor

Cassandra G. Whitehead, Office Manager

Esther Flor, Financial Aid Officer

Leslie Fuentes, Financial Aid Officer

Department Chairs

James C. Rosa, General

Patrick J. Heron, Aviation Powerplant Mechanics

Ricardo Flores, Aviation Airframe Mechanics

Howard Carter, Avionics Systems Technician

Mission

The mission of George T. Baker Aviation Technical College is to provide training to people 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 director make it possible for the school to accomplish this mission.

Vision

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

Core Values

The staff and community at George T. Baker Aviation Technical College firmly believe that all students are capable of learning. We, therefore, are committed to developing each student's academic, social, physical, ethical, 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 Technical College 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 Technical College 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.

PERFORMANCE **GOAL:**

The performance goal for the George T. Baker Aviation Technical College Student Retention Plan is to reduce student attrition by addressing internal factors which affect student retention. The school addresses student retention challenges through the implementation of customer service improvement,

student withdrawal follow-up strategies, occupational point progress monitoring, exit interviews. The plan is evaluated during leadership committee meetings on a monthly basis alongside the student placement, student services, media, institutional outcomes follow-up, and operation and maintenance plans.

RECRUITMENT PLAN STRATEGIC PERSONNEL AND RESPONSIBILITIES:

Personnel	Task/ Responsibility
Alissa Tapia, Director	Strategic Development & Assessment of Student Survey Results
Joseph Evans, Associate Director	Administration of Strategic Elements
Janice Sosa, Assistant Director	Meeting Documentation, Organization, and Planning
Vivian M. Garcia, Counselor	Assessment of Student Survey Results & Conduction of Student Exit Interviews
Cassandra Whitehead, Office Manager	Attendance Data Analysis and Reporting
Lizeth Ortiz, Attendance Clerk	Attendance Reporting and Monitoring
Sophia Sanchez, Media Specialist	Design and Distribution of Student Surveys & Development of Recruitment Plan
Patrick Heron, Teacher/ Department Head	Oversight of the Aviation Powerplant Mechanics Department
Ricardo Flores, Teacher/ Department Head	Oversight of the Aviation Airframe Mechanics Department
James Rosa, Teacher/ Department Head	Oversight of the General Department
Howard Carter, Teacher/ Department Head	Oversight of the Avionics Systems Technician Department
Joshua Gonzalez, Test Proctor	Conduct Exit Interviews

STRATEGIC COMPONENTS

STRATEGY #1 - CUSTOMER SERVICE:

The school practices ongoing customer service training which is provided to student services staff through the district's professional development program, Professional Development Management System (PDMS). Additionally, customer service strategies and practices are discussed at faculty and staff meetings, leadership meetings, and during informal huddles conducted weekly in the main office. The role of customer service in student retention is clear, and strategies being consistently adjusted to reflect the needs of Baker Aviation students as they progress through the program. Student customer survey data is used to guide the development of these strategies. The evaluation of the data is conducted at leadership team meetings with the input of the school's administration, student services staff, and teachers. Strategies are discussed at length with students during Educational Excellence School Advisory Committee Meetings (EESAC) as evidenced by rosters and documented meeting minutes.

STRATEGY #2 - STUDENT WITHDRAWAL FOLLOW-UP:

Upon student withdrawal from the course of study, student services staff perform follow-up calls to determine the cause of the withdrawal from class. A report of students recently withdrawn from courses is generated by the school's registrar and disseminated to student services staff for follow-up. During follow-up calls, student services staff engage students to determine the cause of withdrawal. Causes for course withdrawal are then reported to the school's registrar. These results are discussed with administration and the school's leadership team when assessing the viability of strategies for reducing student attrition and moving forward. Student services staff routinely follow up with withdrawn students who reported external factors for their withdrawal from the course. Students who withdrew from courses for external personal reasons are referred to the school's counselor for counseling.

STRATEGY #3 - CASE MANAGEMENT/ COUNSELING:

Students are strongly encouraged to see a counselor prior to withdrawal from a course. During this session, the counselor will assess the student's reason for withdrawal from the course. The counselor will then present alternative means for scheduling and/or academic supplementation to support the student's learning goals. For academic related withdrawals, the counselor will provide the student with information on the school's review of academies offered during the week and on weekends and refer the student to administration for enrollment in the academy. For student scheduling issues, the counselor will collaborate with the student and registrar to modify the student's schedule in a way that better fits their needs.

STRATEGY #4 - OCCUPATIONAL POINT PROGRESS MONITORING AND SCHEDULED SUBJECT SELECTION:

OCP Tracking:

Student services staff collaborate with testing personnel to monitor occupational progress data. Occupational completion points are entered into two databases for tracking, the district's student data housing software, FOCUS, and the school's student grade monitoring system, DCAPIS. Utilizing reports from both systems, school administration guides the counseling office to conduct exit interviews and subject selection meetings with students to ensure continued course of study through the end of their respective programs.

Scheduled Subject Selection:

Scheduled subject selection occurs at the end of each trimester. During scheduled subject selection, student services staff collaborate with the counselor to engage all enrolled students individually to assess their current academic status and create a plan for program completion. During subject selection, enrolled students choose their upcoming coursework. Students who have recently completed an Occupational Completion Point are transitioned into the next course in order to continue the program in a timely fashion. During subject selection, local placement data is collected on every student as they select their coursework for the upcoming term.

EVALUATION PROCESS:

All strategic elements of the Student Retention Plan are reviewed with the school's leadership team, which is comprised of members of the teaching faculty, student services, administrative team, and academic department heads. Additionally, results are discussed at school occupational advisory committee meetings for each program and the school's educational excellence in school advisory committee meetings. During these meetings, industry partners, students, and members of staff review the data for each strategic component of the plan to gauge its effectiveness and make recommendations for improvement as evidenced by committee meeting minutes and agendas. This is an ongoing process; continuous improvements and modifications are made to the plan and its strategic elements throughout the school year.

PUBLICATION AND DISSEMINATION OF PLAN TO STAKEHOLDERS:

All school plans and policies, including the Student Retention Plan are published and available to students, staff, and the general public online, at https://www.bakeraviationtechcollege.com/ as well as to all Miami-Dade County Public Schools employees on the school's collaboration SharePoint Website at https://collaborationportal.dadeschools.net/sites/schools/7801/default.aspx. Each year, notice of the publication of new plans is disseminated to students via the school's announcement of Prezi, which is presented to students daily and is available to the general public via the school's website. Additionally, printed plans are available to all stakeholders, at the school, upon request.

Anti-Discrimination Policy

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational

programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, and national origin, including actual or perceived shared ancestry or ethnic characteristics, or citizenship or residency in a country with a dominant religion or distinct religious identity.

Title VII of the Civil Rights Act of 1964 as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, and national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex. M-DCPS does not discriminate on the basis of sex in any education program or activity that it operates as required by Title IX. M-DCPS also does not discriminate on the basis of sex in admissions or employment.

Age Discrimination Act of 1975 - prohibits discrimination based on age in programs or activities.

Age Discrimination in Employment Act of 1967 (ADEA) as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40 years old.

The Equal Pay Act of 1963 as amended - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against qualified students with disabilities.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations, and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, color, sex, gender, national origin, religion, marital status, or disability in public education.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, pregnancy, national origin, age, handicap, or marital status.

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) - prohibits discrimination against employees or applicants because of genetic information.

Boy Scouts of America Equal Access Act of 2002 – No public school shall deny equal access to or a fair opportunity for groups to meet on school premises or in school facilities before or after school hours, or discriminate against any group officially affiliated with Boy Scouts of America or any other youth or community group listed in Title 36 as a patriotic society.

Veterans are provided re-employment rights in accordance with 38 U.S.C. § 4312 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

In Addition:

School Board Policies 1362, 3362, 4362, and 5517 - Prohibit harassment and discrimination against students, employees, or applicants on the basis of age, citizenship status, color, disability, ethnic or national origin, FMLA, gender, gender identity, genetic information, linguistic preference, marital status, political beliefs, pregnancy, race, religion, sexual harassment, sexual orientation, social and family background, and any other legally prohibited basis. Retaliation for engaging in a protected civil rights activity is also prohibited.

For additional information about Title IX or any other discrimination/harassment concerns, contact the U.S. Department of Education Office for Civil Rights or:

Office of Civil Rights Compliance (CRC)

District Director/Title IX Coordinator

155 N.E. 15th Street, Suite P104E

Miami, Florida 33132

Phone: (305) 995-1580 TDD: (305) 995-2400

Email: crc@dadeschools.net Website: https://hrdadeschools.net/civilrights