



MASTER PLAN

Junior Reserve Officer Training Corps (JROTC)

2022

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Course Group Number: 39001527

Purpose

The United States Army Junior Reserve Officers' Training Corps (JROTC) came into being with the passage of the National Defense Act of 1916. Under the provisions of the Act, high schools were authorized to loan federal military equipment and the assignment of active-duty military personnel as instructors. During this time the program focused on enlisting soldiers, discipline, and preparing the nation for war.

In 1964, the Vitalization Act opened JROTC up to the other services and replaced most of the active-duty instructors with retired (career) members of the armed forces, who worked for and are cost shared by the schools. During this time the focus of the program shifted to leadership, citizenship, and physical fitness.

In 2007 Cadet Command mirrored the accreditation process used by the Department of Education. Cognia Global Commission is the accrediting agency which now requires instructors to establish a framework for professional and growth development. Instructors are required to participate in collaborative learning communities to improve instruction and student learning.

Today, every public High School in Broward County has a JROTC program. We also have two Entrepreneur Leadership and Military Academies located on the campuses of Hollywood Hills and Boyd Anderson High Schools.

Needs Assessment

Title 10 of the U.S. Code declares that "the purpose of Junior Reserve Officers' Training Corps is to instill in students in United States secondary educational institutions the value of citizenship, service to the United States, personal responsibility, and a sense of accomplishment."

The outcomes of the JROTC program are:

- Act with integrity and personal accountability as they lead others to succeed in a diverse and global workforce. Aligns to BCPS district strategic goal of providing high-quality instruction.
- Engage civic and social concerns in the community, government, and society. Aligns with BCPS district strategic goal of providing safe and supportive environment, and effective communication.
- Graduate prepared to excel in post-secondary options and career pathways. Aligns with BCPS district strategic goal of providing high-quality instruction.
- Make decisions that promote positive social, emotional, and physical health. Aligns with BCPS district strategic goal of providing safe and supportive environment, and effective communication.
- Value the role of the military and other service organizations. Aligns with BCPS district strategic goal of providing safe and supportive environment, and effective communication.

The tables on the following pages describe the Desired Outcomes for professional learning in support of each role associated with this Master Plan.

Desired Outcomes and Performance Indicators

1.0 JROTC Instructors			
1.1 Facilitates opportunities for leadership development (JPA 1). Instructors establish and communicate a shared purpose and direction for improving the performance of students and the effectiveness of the system.			
Performance Indicators			
Level 4 (Distinguished)	Level 3 (Proficient)	Level 2 (Emerging)	Level 1 (Needs Improvement)
<p>Clear evidence of shared values of teaching and learning through documentation and decision making.</p> <p>Evidence always reflected in communication with others.</p> <p>Evidence of strong commitment to instructional practices including active student engagement, focus on depth of understanding and application of knowledge and skills.</p> <p>Instructors systematically maintain, use and communicate a profile with current and comprehensive data on student performance using a broad range of data used to create improvement goals with measurable performance targets.</p> <p>The goals include SMART objectives.</p> <p>The process is evaluated regularly.</p> <p>The process is documented and available to and communicated to stakeholders.</p>	<p>Evidence of shared values of teaching and learning through documentation and decision making.</p> <p>Evidence is reflected in communication with others.</p> <p>Evidence of commitment to instructional practices including active student engagement, focus on depth of understanding and application of knowledge and skills.</p> <p>Instructors maintain, use and communicate a profile with current and comprehensive data on student performance using a broad range of data used to create improvement goals with measurable performance targets.</p> <p>The goals include SMART objectives.</p> <p>The process is evaluated.</p> <p>The process is documented and available to and communicated to all stakeholders.</p>	<p>Evidence of shared values of teaching and learning through documentation and decision making is sometimes evident.</p> <p>Evidence is sometimes reflected in communication with others.</p> <p>Evidence of commitment to instructional practices including active student engagement, focus on depth of understanding and application of knowledge and skills is occasionally present.</p> <p>Instructors maintain, use and communicate a profile with current and comprehensive data on student performance utilizing some data used to create improvement goals with measurable performance targets.</p> <p>The goals include SMART objectives.</p> <p>The process is sometimes evaluated.</p> <p>Some documented information is available to and communicated to all stakeholders.</p>	<p>Minimal or no evidence of shared values of teaching and learning through documentation and decision making is evident.</p> <p>Evidence is rarely or never reflected in communication with others.</p> <p>Evidence of commitment to instructional practices including active student engagement, focus on depth of understanding and application of knowledge and skills is rarely or never present.</p> <p>Instructors rarely or ineffectively maintain, use and communicate a profile with current and comprehensive data on student performance. Data that is gathered is rarely useful or updated.</p> <p>Improvement goals include few or no performance targets and those that exist reflect minimums to meet organizational requirements.</p> <p>There is no process for evaluation.</p> <p>Documentation linking the process to improved student achievement and instruction is unclear or non-existent.</p>

1.2 Governance and Leadership (JPA 2). Instructors provides governance and leadership that promote student performance and system effectiveness.

Performance Indicators			
Level 4 (Distinguished)	Level 3 (Proficient)	Level 2 (Emerging)	Level 1 (Needs Improvement)
<p>Instructors deliberately and consistently align their decisions and actions toward continuous improvement to achieve the JROTC mission and high school’s goals/mission.</p> <p>They encourage, support and expect all students to be held to high standards in all courses of study.</p> <p>The culture is characterized by collaboration and a sense of community among all stakeholders.</p> <p>Instructors consistently communicate effectively with appropriate and varied representatives from stakeholder groups consistent with the special purpose of the institution.</p>	<p>Instructors align their decisions and actions toward continuous improvement to achieve the JROTC and high school’s goals/mission.</p> <p>They expect all students to be held to high standards in all courses of study.</p> <p>The culture is characterized by collaboration and a sense of community.</p> <p>Instructors communicate effectively with appropriate and varied representatives from stakeholder groups consistent with the special purpose of the institution.</p>	<p>Instructors make some decisions and take some actions toward continuous improvement to achieve the JROTC and high school’s goals/mission.</p> <p>They expect all students to be held to standards.</p> <p>The culture is characterized by a minimal degree of collaboration and a limited sense of community.</p> <p>Instructors sometimes communicate effectively with appropriate and varied representatives from stakeholder groups consistent with the special purpose of the institution.</p>	<p>Decisions and actions seldom or never support continuous improvement.</p> <p>Instructors may or may not expect students to learn.</p> <p>The culture is characterized by a minimal degree of collaboration and little or no sense of community.</p> <p>Instructors rarely or never communicate with stakeholder groups.</p>

1.3 Teaching and Assessing for Learning (JPA 3.2) Instructors provides research-based curriculum and instructional methods that facilitate achievement for all students.

Performance Indicators			
Level 4 (Distinguished)	Level 3 (Proficient)	Level 2 (Emerging)	Level 1 (Needs Improvement)
<p>Using data from multiple assessments of student learning and an examination of professional practices.</p> <p>Systematically design, monitor and revise curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the institution’s goals for achievement and instruction and statement of purpose.</p> <p>There is a systematic, collaborative process in place that requires the use of multiple measures, including formative</p>	<p>Using data from student assessments and an examination of professional practices, personnel design, monitor and revise curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the institution’s goals for achievement and instruction and statement of purpose.</p> <p>There is a process in place that requires the use of multiple measures, including formative assessments, to assess that student learning is consistent with course</p>	<p>Personnel design, monitor and revise curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the institution’s goals for achievement and instruction and statement of purpose.</p> <p>The process may include multiple measures, including formative assessments, to assess that student learning is consistent with course objectives.</p> <p>Inform the ongoing modification of instruction, and provide data for</p>	<p>Personnel rarely or never monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment or alignment with the institution’s goals for achievement and instruction and statement of purpose.</p> <p>The process includes limited measures to assess that student learning is consistent with course objectives or to inform the ongoing modification of instruction.</p> <p>No process exists to ensure alignment when curriculum,</p>

<p>assessments, to assess that student learning is consistent with course objectives, inform the ongoing modification of instruction, and provide data for possible curriculum revision.</p> <p>There is also a systematic, collaborative process in place that ensures alignment each time curriculum, instruction and/or assessments are reviewed or revised.</p>	<p>objectives, inform the ongoing modification of instruction, and provide data for possible curriculum revision.</p> <p>There is also a process in place that ensures alignment each time curriculum, instruction and/or assessments are reviewed or revised.</p>	<p>possible curriculum revision.</p> <p>A process is sometimes implemented to ensure alignment when curriculum, instruction and/or assessments are reviewed or revised.</p>	<p>instruction and/or assessments are reviewed or revised.</p>
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1.4 Teaching and Assessing for Learning (JPA 3.2) Instructors established expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning.

Performance Indicators

Level 4 (Distinguished)	Level 3 (Proficient)	Level 2 (Emerging)	Level 1 (Needs Improvement)
<p>Instructors systematically use various methods and instructional strategies that clearly inform students of learning expectations and standards of performance.</p> <p>Instructors consistently use the CM resources to instruct and assess learning.</p> <p>Instructors are consistent and deliberate in planning and using various methods and instructional strategies that require student collaboration, self-reflection, development of critical thinking skills, and the integration of content and skills with other disciplines.</p> <p>Instructors consistently monitor student progress, provide feedback that is specific and immediate.</p> <p>Personalize instructional strategies and interventions that address the individual learning needs of each student.</p>	<p>Instructors use various methods and instructional strategies that clearly inform students of learning expectations and standards of performance.</p> <p>Instructors use the CM resources to instruct and assess learning.</p> <p>Instructors plan and use various methods and instructional strategies that require student collaboration, self-reflection, development of critical thinking skills, and the integration of content and skills with other disciplines.</p> <p>Instructors monitor student progress, provide feedback that is specific and immediate, and provide instructional strategies and interventions that address student learning needs.</p>	<p>Instructors use various methods and instructional strategies that clearly inform students of learning expectations and standards of performance.</p> <p>Instructors occasionally use the CM resources to instruct and assess learning.</p> <p>Instructors sometimes plan and use various methods and instructional strategies that promote student collaboration, self-reflection, development of critical thinking skills, and the integration of content and skills with other disciplines.</p> <p>Instructors monitor student progress, provide feedback, and sometimes provide instructional strategies and interventions that address student learning needs.</p>	<p>Instructors rarely or never use various methods and instructional strategies that clearly inform students of learning expectations and standards of performance.</p> <p>Instructors rarely or never use the CM resources to instruct and assess learning.</p> <p>Instructors rarely plan and use various methods and instructional strategies that promote student collaboration, self-reflection, development of critical thinking skills, and the integration of content and skills with other disciplines.</p> <p>Little or no evidence exists that instructors monitor student progress, provide feedback, and/or provide instructional strategies and interventions that address student learning needs.</p>

1.5 Teaching and Assessing for Learning (JPA 3.2) Instructors supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and appreciation of diversity.

Performance Indicators			
Level 4 (Distinguished)	Level 3 (Proficient)	Level 2 (Emerging)	Level 1 (Needs Improvement)
<p>Peer accountability ignites commitment to professional learning. Instructors participate in collaborative learning communities that meet both informally and formally on a regular schedule.</p> <p>Frequent collaboration occurs across curricular departments and/or levels.</p> <p>The instructors implement a formal process that promotes productive discussion about student learning. Instructors can clearly link collaboration to improvement results in instructional practice and student performance.</p>	<p>A formal accountability process ensures that collaborative learning communities exist.</p> <p>Instructors participate in collaborative learning communities that meet both informally and formally.</p> <p>Collaboration often occurs across curricular departments and/or levels.</p> <p>Instructors have been trained to implement a formal process that promotes discussion about student learning.</p> <p>Personnel indicate that collaboration causes improvement results in instructional practice and student performance.</p>	<p>Leaders encourage the existence of collaborative learning communities.</p> <p>Some of the instructors participate in collaborative learning communities that meet both informally and formally.</p> <p>Collaboration occasionally occurs across curricular departments and/or levels.</p> <p>Instructors promote discussion about student learning. Instructors express belief in the value of collaborative learning communities.</p>	<p>Collaborative learning communities may or may not exist. Collaborative learning communities randomly self-organize and meet informally.</p> <p>Collaboration seldom occurs across departments and/or levels. The professional and support personnel rarely discuss student learning. Personnel see little value in collaborative learning communities.</p>

1.6 Grading and Reporting (JPA 3.10). Instructors ensures that curriculum is reviewed and revised at regular intervals.

Performance Indicators			
Level 4 (Distinguished)	Level 3 (Proficient)	Level 2 (Emerging)	Level 1 (Needs Improvement)
<p>Instructors consistently use common grading and reporting policies, processes and procedures based on clearly defined criteria that represent each student’s attainment of content knowledge and skills.</p> <p>The policies, processes and procedures are formally and regularly evaluated.</p>	<p>Instructors use common grading and reporting policies, processes and procedures based on clearly defined criteria that represent each student’s attainment of content knowledge and skills. The policies, processes and procedures are regularly evaluated.</p>	<p>Instructors occasionally use common grading and reporting policies, processes and procedures based on criteria that represent each student’s attainment of content knowledge and skills. The policies, processes and procedures may or may not be evaluated.</p>	<p>Instructors rarely or never use common grading and reporting policies, processes and procedures.</p> <p>No process for evaluation of grading and reporting practices is evident.</p>

1.7 Continuous Program of Professional Learning (JPA 3.11). Instructors coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction.			
Performance Indicators			
Level 4 (Distinguished)	Level 3 (Proficient)	Level 2 (Emerging)	Level 1 (Needs Improvement)
<p>Instructors participate in a rigorous continuous program of professional learning that is aligned with the institution’s purpose and direction.</p> <p>Professional development is based on an assessment of needs of the institution and each individual.</p> <p>The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.</p>	<p>Instructors participate in a continuous program of professional learning that is aligned with the institution’s purpose and direction.</p> <p>Professional development is based on an assessment of needs of the institution.</p> <p>The program is systematically evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.</p>	<p>Instructors participate in some program of professional learning that is aligned with the institution’s purpose and direction.</p> <p>Professional development is based on the needs of the institution.</p> <p>The program is regularly evaluated for effectiveness.</p>	<p>Instructors rarely or never participate in professional learning.</p> <p>Professional development, when available, may or may not address the needs of the institution. If a program exists, it is rarely and/or randomly evaluated.</p>
1.8 Resources and Support Systems (4.6). Instructors demonstrates verifiable growth in student performance that is supported by multiple sources of evidence.			
Performance Indicators			
Level 4 (Distinguished)	Level 3 (Proficient)	Level 2 (Emerging)	Level 1 (Needs Improvement)
<p>Instructors and students are accountable for maintaining safety, cleanliness and healthy environment expectations.</p> <p>Valid measures are in place that allow for continuous tracking of these conditions.</p> <p>Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions.</p> <p>The results of improvement efforts are systematically evaluated.</p> <p>Valid and reliable measures of support system effectiveness are in place, and instructors use the data from these measures to</p>	<p>Instructors and students are accountable for maintaining safety, cleanliness and healthy environment expectations.</p> <p>Measures are in place that allow for continuous tracking of these conditions.</p> <p>Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions.</p> <p>Results of improvement efforts are evaluated.</p> <p>Measures of support system effectiveness are in place, and personnel use the data from these measures to evaluate support system effectiveness.</p>	<p>Instructors and students are accountable for maintaining safety, cleanliness and healthy environment expectations.</p> <p>Some measures are in place that allow for tracking of these conditions.</p> <p>Instructors sometimes work to improve these conditions. Results of improvement efforts are monitored.</p> <p>The support systems are occasionally evaluated. Improvement plans related to the support systems are sometimes designed and implemented to meet the needs of students.</p>	<p>Instructors and students are accountable for maintaining safety, cleanliness and healthy environment expectations. Few or no measures that assess these conditions are in place.</p> <p>Instructors rarely work to improve these conditions.</p> <p>Support systems are rarely or never evaluated. Improvement plans related to these support systems are rarely or never developed.</p>

<p>regularly evaluate support system effectiveness.</p> <p>Improvement plans related to support systems are designed and implemented to more effectively meet the needs of all students.</p>	<p>Improvement plans related to the induction program and support systems are designed and implemented when needed to more effectively meet the needs of all students.</p>		
<p>1.9 Resources and Support Systems (5.2). Instructors establishes and implements a process to assign professional and support staff qualifications a may be required by federal and state law and regulations. (i.e., professional preparation, ability, knowledge, and experience).</p>			
<p>Performance Indicators</p>			
<p>Level 4 (Distinguished)</p>	<p>Level 3 (Proficient)</p>	<p>Level 2 (Emerging)</p>	<p>Level 1 (Needs Improvement)</p>
<p>Systematic processes and procedures for collecting, analyzing and applying learning from all data sources are documented and used consistently by instructors.</p> <p>Data sources include trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs and the conditions that support student learning.</p> <p>Instructors use data to design, implement and evaluate continuous improvement plans to improve student learning, instruction, and the effectiveness of programs.</p>	<p>Systematic processes and procedures for collecting, analyzing and applying learning from all data sources are used consistently by instructors.</p> <p>Data sources include trend data that provide a complete picture of student learning, instruction, the effectiveness of programs and the conditions that support student learning.</p> <p>Instructors use data to design, implement and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs.</p>	<p>Some processes and procedures for collecting, analyzing and applying learning from data sources are used by instructors.</p> <p>Data sources include limited trend data about student learning, instruction, the effectiveness of programs and the conditions that support student learning.</p> <p>Instructors use data to design, implement and evaluate continuous improvement plans.</p>	<p>Few or no processes and procedures for collecting, analyzing and applying learning from data sources are used by instructors. Data sources include limited or no trend data about student learning, instruction, the effectiveness of programs and the conditions that support student learning.</p> <p>Instructors rarely use data to design and implement continuous improvement plans.</p>

Data Collection Plan: J-ROTC Instructors			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Course offerings, attendance, and feedback from PD Management System	1x/workshop	JROTC Coordinator
2. Participants' Learning	After-action Reviews	1x/workshop	PLC Facilitators
3. Organizational Supports	JROTC Program Accreditation (JPA)	1x/year	JROTC Coordinator
4. Participants' Practice	JROTC Instructor Evaluations	1x/year	JROTC Coordinator

	Instructor Portfolios (artifacts, samples)	Continuous	
5. Student Outcomes	Unit Report: GPA, SAT/ACT, PERT, ASVAB, Community Service Hours, Scholarships Received, Academy Appointments	1x/year (June)	JROTC Coordinator

Evaluation Plan

Level 1. Participant Reactions		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
JROTC Instructors	Course offerings, attendance, and feedback from PD Management System	Summary of courses and sections offered Summary of feedback received
Level 2. Participant Learning		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
JROTC Instructors	After-action Reviews	Summary of After-action Reviews
Level 3. Organizational Support		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
JROTC Instructors	JROTC Program Accreditation (JPA)	JPA Cycle & Unit Designation (Honor Unit, Proficient, Unsatisfactory)
Level 4. Participants' Use of New Knowledge and Skills		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
JROTC Instructors	JROTC Instructor Evaluations Instructor Portfolios (artifacts, samples)	Summary of evaluations and portfolios
Level 5. Student Learning Outcomes		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
JROTC Instructors/ Student- cadets	Unit Report: GPA, SAT/ACT, PERT, ASVAB, Community Service Hours, Scholarships Received, Academy Appointments	Summarized data from Unit Reports throughout District