

COMPANY OPERATIONS PLAN: Winters Mill High School HQ Company implements an outcomes- based training plan that creates academic and character building and opportunities for cadets.

COMPANY XO MISSION: HQ commander implements an outcome based plan that creates opportunities for cadets further build a mindset that supports the JROTC core abilities and life skills experiences. These opportunities include portfolio skills, foundations in the know yourself skills, learning to learn skills, study skills, communication skills, conflict resolution skills, and NEFE financial planning skills. Success looks like cadets who are self- disciplined and motivated to be better citizens, demonstrate college and career academic readiness, and leaders of tomorrow attitudes.


EXECUTION: HQ Company XO carries out the following duties in order to assist with providing opportunities to build cadet's mindset, life skills, and personal responsibility attributes, starting in the classroom.

1. Responsible for logistics and statistical data
2. Assumes command of the company in the absence of the company commander
3. Assists the company commander in the execution of his/her duties
4. Advises the company commander on matters pertaining to training, morale, conduct and proficiency of the company
5. Coordinates and attends company commander's meetings
6. Works with the Battalion Staff with all cadet supplies and needs

PHASES: The following are the phases of execution when assessing and assisting a cadet with his/her academic and character developments. Phases are in order of how they are conducted:

1. Normal classroom lesson setting where students are expected to achieve standard academic and character requirements.
2. FLEX setting where various battalion staff personnel who will be providing peer to peer tutoring and additional guidance.
3. Mastery Setting; instructors and various battalion personnel advise and assist cadets during pre and post school hours and/or lunch time.
4. Parent Setting; instructors meet with parents/guardians to create a synchronized effort that leads to consistent achievements throughout the cadet's learning environment.
5. Administrator Setting; the disciplinary system takes over, in which counseling and administrative methods are used to build mindset, core abilities and life skills.

COMMAND AND SIGNAL:

- a. HQ Company Commander (DiGate C/1LT) 
- b. HQ Company XO (Fairbank 2LT) 

ARCEO (C/LTC)



Annex 1-Project Plan

Annex 2- Operating Concept

Annex 3- JROTC Statistics Page

Phase	Component	Detail	Estimated Time of Commencement	Estimated Time of Completion
Discover	Mission Analysis	All actions serve to accomplish these tasks	3 November 2014	13 November 2014
Gather	Concept	Reasoning and purpose for action	3 November 2014	23 February 2015
Process	<ul style="list-style-type: none"> Continuous Improvement Plan MOE MOP 	Specifies sub-goals and milestones that pave the way to accomplish the Mission Analysis	13 November 2014	23 February 2015
Apply	Execution of CIP	Putting the plan into motion with the aim of improving the program and accomplishing the Mission Analysis	23 January 2015	8 June 2015

Continuous Improvement Project Schedule:

Activity	Who's involved?	Estimated Date Commencement:	Estimated Date Completed:	Notes
1. Project Set Up: <ul style="list-style-type: none"> Communication with: <ul style="list-style-type: none"> o Cadet Command o Principal Gain permissions Assemble team 	<ul style="list-style-type: none"> JROTC Instructors Principal Cadet Arceo CIP Team Members 	23 January 2015	15 April 2015	<ul style="list-style-type: none"> Will be Apply Phase

<p>2. Project Team Orientation:</p> <ul style="list-style-type: none"> Assemble a team Inform <u>CIP</u> team members of the <u>CIP</u> 	<ul style="list-style-type: none"> <u>JROIC</u> Cadets (<u>CIP</u> Team Members) that possess a sense of leadership Cadet <u>Arceo</u> 	15 April 2015	22 April 2015	<ul style="list-style-type: none"> Will be Apply Phase
<p>3. Project Team Training:</p> <ul style="list-style-type: none"> Specific skill training Leadership effectiveness assurance 	<ul style="list-style-type: none"> <u>JROIC</u> Instructors Cadet <u>Arceo</u> <u>CIP</u> Team Members 	22 April 2015	29 April 2015	<ul style="list-style-type: none"> Will be Apply Phase
<p>4. Cadet Self-Assessment: (Success Profiler Skills Map)</p> <ul style="list-style-type: none"> Reflection Assessment of basic principles of specific job Socrates Know Yourself skill <ul style="list-style-type: none"> Does/is the team member know/learning the teaching style they are most effective in? Is the team member well-rounded? What does the team member need to work on? 	<ul style="list-style-type: none"> <u>CIP</u> Team Members Cadet <u>Arceo</u> <u>JROIC</u> Cadets 	First of every month	First of every month	<ul style="list-style-type: none"> Will be Apply Phase Assessment will be of previously stated <u>ATBI</u> list Assessment especially on what cadet is being trained on
<p>5. Project Activities: (Ensure that scheduled time meets <u>JROIC</u> project requirements)</p> <ul style="list-style-type: none"> Discipline Leadership Academics Testing/Evaluation Teamwork Future Planning Regulation Cadet Experience Cause cadets to utilize higher levels of Bloom's Taxonomy 	<ul style="list-style-type: none"> <u>JROIC</u> Cadets <u>JROIC</u> Instructors <u>CIP</u> Team Members Cadet <u>Arceo</u> Cadet <u>Dunford</u> (Future Planning) 	30 April 2015	End of year	<ul style="list-style-type: none"> Will be Apply Phase

<p>6. Learning Log Entries: (schedule frequency of entries depending on how project activities are scheduled)</p> <ul style="list-style-type: none"> • Includes a written reflection about what the team member learned, either about their job, about being a leader/mentor, about the cadet they were tutoring, etc. 	<p>CIP Team Members Cadet Arceo</p>	<p>End of every week</p>	<ul style="list-style-type: none"> • Will be Apply Phase • <u>AAR</u>
<p>7. Project Wrap Up:</p> <ul style="list-style-type: none"> • Final Report of CIP effectiveness <ul style="list-style-type: none"> ◦ Including basic principles of specific jobs ◦ Statistics of improvement preferable ◦ Effective strategies ◦ Ineffective strategies ◦ Evaluation of goals achieved • Preparation for next school year <ul style="list-style-type: none"> ◦ Plan ◦ Train ◦ Execute ◦ Assess 	<p>CIP Team Members Cadet Arceo</p>	<p>End of year</p>	<ul style="list-style-type: none"> • Will be Apply Phase
<p>8. Project Documentation:</p> <ul style="list-style-type: none"> • Project Report • Project Final Reflection • Project Presentation/Briefing • Self-assessment • Team Evaluation • 2015-2016 Project Plan 	<p>JROTC Instructors CIP Team Members Cadets Arceo</p>	<p>End of year</p>	<ul style="list-style-type: none"> • Will be Apply Phase

Concept Method of how to instill a mindset of personal responsibility through growth opportunities				
Classroom Setting	FLEX Setting	Mastery Setting	Parents Setting	Administrator Setting
<ul style="list-style-type: none"> • SAI • AI • LETV - VIII Cadets	<ul style="list-style-type: none"> • SAI • AI • HQCO • LETV - VIII Cadets	<ul style="list-style-type: none"> • SAI • AI • HQCO • LETV - VIII Cadets	<ul style="list-style-type: none"> • Parents • SAI • AI 	<ul style="list-style-type: none"> • Disciplinary System Setting • Administration
<ul style="list-style-type: none"> • Teach • Coach • Mentor • Train 	<ul style="list-style-type: none"> • Tutor • Advise • Assist • Coach • Mentor • Train • Tutor 	<ul style="list-style-type: none"> • Lunch • Before School • After School • Tutor • Advise • Assist • Coach • Mentor • Train • Tutor 	<ul style="list-style-type: none"> • Teamwork • Advise • Assist 	<ul style="list-style-type: none"> • School Counseling • School Discipline System <ul style="list-style-type: none"> ◦ Detention Process <ul style="list-style-type: none"> ▪ After school detention process • Lunch detention process
Achieve baseline academics (60%) and mindset (40%) in 90 minute time frame, totalling to 135 seat hours	Achieve baseline during FLEX, either higher level cadets or instructors may provide one-on-one instruction	Achieve baseline additional opportunity to provide one-on-one instruction if not possible during FLEX	Achieve baseline of consistent expectations at both home and school will serve to develop mindset for supporting the JROTC core abilities	Cadet will receive administration resources from the school system administration to achieve baseline

Intent for cadets to achieve baseline 100% grading farthest left as possible. If not possible, cadet is moved to the right.



A Character and Leadership
Development Program

WMHS JROTC Statistics

5 Year WMHS Data

School Year	School Dropout	JROTC Dropout	School Suspensions	JROTC Suspensions	School Attendance Percentage	JROTC Attendance Percentage	School Graduates	JROTC Graduates	School Average GPA	JROTC Average GPA	School Average ACT scores	JROTC Average ACT scores	School Average SAT - Verbal	JROTC Average SAT - Verbal	School Average SAT - Math	JROTC Average SAT - Math
2010	0	0	60	6	95.077253	95.824081	274	14	2.974146	2.862364	22.2114	22.8315	513.9907	474.8717	518.6947	504.7388
2011	3	0	48	10	94.605785	95.291848	289	14	2.944792	2.639914	22.4037	21.647	511.0763	465.1724	518.7986	507.5925
2012	3	0	57	10	94.852805	94.383157	277	6	3.004846	2.739479	22.7068	19.8	514.0314	471.5686	524.2147	497.2
2013	5	1	46	11	94.789013	94.991848	280	17	3.071384	2.783884	22.899	22.6842	514.6386	490.8818	526.1216	507.0454
2014	7	0	34	7	95.170981	95.950672	253	13	3.124357	2.887877	22.9816	23.5833	515.0519	509.4736	531.623	515.7884
2015	0	0	6	0	95.154331	95.947373	257	6			23.3425	26.2	515.9747	577.1428	539.0779	545.7142

5 Year JROTC Trend Analysis

