

James Rumsey Technical Institute Strategic Plan

COUNTY: BERKELEY

DATE PUB: 10/01/2015

ACCOUNTABILITY DESIGNATION:

SECTION I - MISSION STATEMENT - What are your beliefs about learning? What is your mission?

CORE BELIEFS:

1. We believe that the curriculum should consist of 21st Century Skills (including global awareness, financial, economic, business, and entrepreneurial literacy, civic literacy, and health and wellness awareness) and be adaptable to the changing needs of students and industries. 2. We believe parents, business and industry, the community, and other educational institutions are partners in the educational process. 3. We believe that the curriculum should be continually evolving to meet the present and future trends of career needs and anticipate those trends with a plan of action. 4. We believe that a close collaboration with business and industry is vital to the continual improvement of our programs. 5. We believe that lifelong learning (including learning, thinking and life skills) is essential for individuals and communities to flourish. 6. We believe that collaborations with other institutions of education, business and industry, and the community will expand the opportunities for our students. 7. We believe teachers must understand and respect the unique needs of students with exceptionalities. 8. We believe communication and access to information is essential to learning. 9. We believe that the school climate should reflect a pleasant, attractive, safe, and productive environment for learning and working. 10. We believe in the intrinsic worth and critical need for technical excellence in all levels of modern society.

MISSION STATEMENT:

Mission: To enhance the quality of life through continual education for students of all ages throughout our community by setting standards of excellence in technical and academic education as determined by business, industry, and government. Vision: The Institute is dedicated to the belief that each individual should be given a continual opportunity for the development and extension of his/her skill and knowledge to increase an awareness of his/her role and responsibility in society. The Institute is devoted to serving the educational needs of its community and assumes a responsibility to help provide the requirements for trained employees in its region through a cooperative effort from local industry, business, and government.

SECTION II - GOALS - What are your goals? What evidence will you use to determine success?

GOALS:

Goal1. Goal 1. Increase the percentage of students who are proficient in Reading for Information, Locating Information, and Applied Math.

Goal2. Goal 2. Decrease aggressive behaviors.

Goal3. Goal 3. Increase attendance rates.

MEASUREMENT EVIDENCE (ME):

ME1. Goal 1. Keytrain (pre-assessment) scores are compared to final WorkKeys scores. All tests are to be completed by May, 2016.

ME2. Goal 2. Percentage of incidents of aggressive behaviors/bullying/harassment are compared to the previous year.

ME3. Goal 3. Percentage of attendance rates are compared to the previous year's rates.

NOTE: Red background for goal indicates no action items recorded for that goal.

SECTION IIIA - ACTION PLAN - What will you do to accomplish your goals?

ACTION PLAN:

Goal 1: Goal 1. Increase the percentage of students who are proficient in Reading for Information, Locating Information, and Applied Math.

Action Step	Timeline	Person(s) Responsible	Funding Source(s)	Progress Monitoring
1. All students begin working with Keytrain for pre assessment scores	August - September	Teacher/Administrator/Learning Center Coordinator	WVDE CTE/Perkins/JRTI funds	Progress and time spent are monitored online by the teacher, learning center coordinator, and administrators.

2. Students utilize Keytrain in preparation for future assessment.	August - February	Teacher/Administrator/Learning Center Coordinator	WVDE CTE/Perkins/JRTI funds	Progress and time spent are monitored online by the teacher, learning center coordinator, and administrators.
3. Review progress on the Keytrain	August - February	Teacher/Administrator/Learning Center Coordinator	WVDE CTE/Perkins/JRTI funds	Progress and time spent are monitored online by the teacher, learning center coordinator, and administrators.
4. Review and improve curriculum by embedding academic content in reading and applied math in the career courses.	August - February	Teacher/Administrator/Learning Center Coordinator	N/A	Continue to monitor progress on Keytrain.
5. Students continue to work with Keytrain through February-March 2016.	August - February/March	Teacher/Administrator/Learning Center Coordinator	WVDE CTE/Perkins/JRTI funds	Continue to monitor progress on Keytrain.
6. Students who are within 1 - 2 points of achieving the next higher level on the WorkKeys test are tutored by academic instructors specific to the areas that need improvement.	March	Administrators/Academic Teachers	N/A	Increased test scores on retakes

Goal 2: Goal 2. Decrease aggressive behaviors.

Action Step	Timeline	Person(s) Responsible	Funding Source(s)	Progress Monitoring
1. Each student is shown a video concerning aggressive behaviors. Students sign off after viewing the video.	First week of school	Administrators, teachers	WVDE CTE/Perkins/JRTI funds	Discipline data
2. Incidents of aggressive behavior are met in a serious and swift manner. Each incident is investigated.	August - June	Faculty, Administration	N/A	Discipline data
3. Programs to encourage a positive attitude. (Triple A Assemblies awards students for excellence in academics, attendance, and attitude).	Quarterly	Administration/Teachers	N/A	Discipline data

Goal 3: Goal 3. Increase attendance rates.

Action Step	Timeline	Person(s) Responsible	Funding Source(s)	Progress Monitoring
1. Utilize support personnel in assisting students with IEPs and 504 plans.	August - June	Support Personnel, Instructors	WVDE CTE	Support personnel track time spent with students.

2. Communicate both successes and concerns with parents.	August - June	Instructors, Parents	N/A	Emails, Engrade, and documentation of phone calls.
3. Continue with credit recovery classes for seniors who do not have enough credits to graduate.	August - June	Specific Instructors	N/A	Student Retention
4. Programs to encourage attendance. Students are rewarded for high attendance rates. (Triple A Assemblies awards students for excellence in academics, attendance, and attitude).	Quarterly	Administration/Teachers	N/A	Attendance Records
5. Incorporate Simulated Workplace in all career programs to provide students with realistic, specific jobs within the classrooms; students develop a sense of responsibility and are career-ready.	August - June	Administration/Teachers	WVDE CTE	Lesson plans, observations, walk-throughs

SECTION IIIB - PROFESSIONAL DEVELOPMENT NEEDS - What skills or knowledge are needed to accomplish your goals?

PROFESSIONAL DEVELOPMENT:

What skills enhancements/developments needs to occur to accomplish your goals? (Professional Development should be aligned with your beliefs, your mission, the self-study analysis, goals, action plan and any other local/state/federal compliance considerations).

Professional Development

Action Step	Timeline	Target Audience	Desired Method	Funding Source
Ongoing "Best Practices" Professional Development Sessions.	August-June	Instructors/Administrators	Face to Face	RESA VIII
Professional Development on prevention of bullying.	August	Instructors/Administrators	Face to Face	N/A
Professional Development sessions on Simulated Workplace	August - June	Teachers	Face to Face	N/A