



# Delaware Military Academy



## Title I School-wide Plan

**School-wide Program:** DMA participates in a school-wide program and shall use funds to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-federal sources, including funds needed to provide services required by law for children with disabilities and children with limited English proficiency. DMA operates as a school-wide program with a waiver from the Delaware Department of Education.

**Planning and Review:** This plan was developed in conjunction with involvement from all stakeholders and in conjunction with our Middle States Accreditation planning process. The team is charged with developing a school-wide program to elevate our instructional program to meet the needs of all cadets.

### Components Include:

1. Comprehensive Needs Assessment
2. Comprehensive School Wide Plan
3. Strategies to Increase Parent Involvement
4. Support for special populations
5. Annual Evaluation

### Planning Team Members:

Name	Role in the School
Debra Certesio	Dean of Cadets
Amy Tocyloski	Dean of Instruction
EJ DeJesus (cadet)	Cadet
Paige Dolan	School Nurse
Sean Easley	Head Naval Science Instructor
Maria Enderica	World Language Teacher
Donna Galinskie	Administrative Assistant
John Grant	School Counselor/Technology Coordinator
Scott Green	CTE Teacher
Paul Johnson	Naval Science Instructor
Amy Krzyzanowski	Social Studies Teacher
Sophia Pennias (cadet)	Cadet
Erica Perron	English Teacher/Parent
Anthony Pullella	Commandant/Parent
Mike Scarborough	Social Studies Teacher
Brett Townsend	Math Teacher
Brittany Watkins	English Teacher
Cristina Welch	Science Teacher
Tami Soltow	Science Teacher

## **Comprehensive Needs Assessment**

The Delaware Military Academy (DMA) completed a comprehensive needs assessment that includes a review of cadet achievement. This planning process is a critical part of our school-wide program and is fully aligned with our Middle States goals and objectives.

### **The needs assessment review included a review of:**

- Cadet achievement (grades) in the classroom
- Cadet performance on state and local assessments
- Observational data collected during the DPAS II process
- Survey data from parents, cadets and staff

The planning committee is an ongoing committee that is charged with reviewing and updating, as needed, our comprehensive school-wide plan.

### **The following needs were identified as part of this review process:**

- Increase PSAT and SAT scores to increase post-secondary opportunities for cadets
- Increase access to and success in college-level courses, while at DMA, for cadets who are traditionally underrepresented
- Increase teacher effectiveness through a comprehensive professional development program
- Increase parental involvement in the school community

## **Comprehensive School-Wide Plan**

The first academic goal set in this document are tied to College Board © assessments and the assessment is heavily regulated by The College Board ©. The testing coordinator trains all staff members on the administration of these tests and the Delaware Military Academy follows all testing guidelines. The other academic objective is based on enrollment in and success in college level courses (AP and dual enrollment). The academy has clear entrance requirements, which are published and shared with cadets, for these courses and a syllabus is provided to ensure that expectations are clear.

DMA is committed to having clear, relevant goals that reflect the mission of the school. We will evaluate the relevancy of the objectives each year and make adjustments, as needed, in conjunction with MSA-CESS.

## **THE PLAN FOR GROWTH AND IMPROVEMENT**

### **Student Performance Objective #1:**

By the year 2028, cadets at the Delaware Military Academy will demonstrate improved academic performance, as measured by:

Each cohort will show a 20 point average increase every year in both the math and ELA portions of the College Board test. This will result in an average 80 point overall increase between the PSAT 8/9 in 9<sup>th</sup> grade and the SAT in 11<sup>th</sup> grade.

**Describe the evidence that led the school to determine that the area of student performance on which this objective is focused as a priority for growth and improvement.**

Following graduation, DMA wants their cadets to have the most opportunities available to them as possible; we determined that the PSAT/SAT scores are one of the leading factors in college acceptances. As a school unit, we will help cadets be the most prepared for these high-stakes tests. As a military school, we recognize the correlation between the PSAT/SAT and the ASVAB, and we want to ensure that our students who choose a path to serve are also well prepared. In addition, the State of Delaware uses SAT scores as a measure for accountability purposes.

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**Baseline scores – each cohort's PSAT 8/9 results**

**Class of 2023 Cohort**

Test Name/Grade	Total Score	ERW	MATH
PSAT 8/9 (Fall 2019)	924	471	453
PSAT 10 (Spring 2021)			
SAT/11 (Spring 2022)			

**Class of 2022 Cohort**

Test Name/Grade	Total Score	ERW	MATH
PSAT 8/9 (Fall 2018)	901	458	442
PSAT 10 (Spring 2020)	947	482	465
SAT/11 (Spring 2021)			

**Class of 2021 Cohort**

Test Name/Grade	Total Score	ERW	MATH
PSAT 8/9 (Fall 2017)	938	473	465
PSAT 10 (Spring 2019)	999	508	491
SAT/11 (Spring 2020)			

**Action Plan for Student Performance Objective #1**

Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success
1. Khan Academy personalized learning in the classroom and at home	All Teachers	Ongoing	Access to Khan Academy in the classroom and at home/ Chromebooks	Increased PSAT/SAT scores
2. Content supervisors will ensure that teachers are implementing PSAT/SAT strategies in the classroom during annual walkthroughs and formal	Content Supervisors – Debra Certesio and Amy Tocyloski	Experienced Teachers – Formative & Summative Observations; Novice Teachers – 3x/year	DPAS II Evaluation system / NJROTC evaluations	Teachers will receive “effective” and “highly effective” on their observation in these areas

DPAS observations				
3. Practice giving timed assignments and assessments	All Teachers	Ongoing	Teacher-created assignments and assessments	Increased PSAT/SAT scores
4. Mirror assessments and assignments in the classroom to include different levels of rigor (similar to the PSAT/SAT)	All Teachers	Ongoing	Teacher-created assignments and assessments	Increased PSAT/SAT scores
5. Structure assignments and assessments to include more text-based questions (include primary source documents, etc.)	All Teachers	Ongoing	Teacher-created assignments and assessments	Increased PSAT/SAT scores
6. Teach/Model how to annotate both questions and texts and how to take meaningful notes	All Teachers	Ongoing	SMARTBoards / Chromebooks	Increased PSAT/SAT scores
7. Incorporate vocabulary in context into	All Teachers	Ongoing	Teacher-created assignments and assessments	Increased PSAT/SAT scores

every content area				
8. Ask cadets to revise their work to ensure that they fully understand the concepts (test corrections, resubmit essays, etc.)	All Teachers	Ongoing	Teacher-created assignments and assessments / student work	Increased PSAT/SAT scores
9. Incorporating PSAT/SAT prep into Naval Science classrooms	Naval Science Teachers at the grades 9-11 level; grade 12 in fall semester	Ongoing	PSAT/SAT practice materials/ student Chromebooks	Increased PSAT/SAT scores
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>
1. Response to Intervention Classes	Math and English teachers	Ongoing	Middle school grades and placement test scores	Passing grades in English and Math
2. After-school tutoring	Math, English, and Science teachers	Ongoing	Classwork	Increase in classroom grades and PSAT/SAT scores
3. After-school SAT preparation courses	Math/English teachers	Ongoing	PSAT/SAT practice materials	Increased PSAT/SAT scores of students who participated in the classes
4. Provide cadets with guidance on how to understand and utilize PSAT results	Guidance Staff	Ongoing	PSAT results / test reports available to the cadets	Increased PSAT/SAT scores

5. Provide materials on test day (such as calculators, pencils, etc.)	Math teachers and administration	Every PSAT/SAT in-school test day	Calculators, pencils, etc.	Cadets are prepared to take the PSAT/SAT
6. Encourage healthy habits leading up to test day by providing breakfast	Staff committee, PTA	In-school SAT day / ongoing	Breakfast food and mess hall space; DMA Staff	Cadets are prepared to take the PSAT/SAT
7. Professional Development for teachers	All Staff & Set up by Administration	Ongoing	College Board data, Khan Academy trainer, meeting space, computers	Teachers effectively utilize learned strategies in the classroom
8. Offer college planning meetings for any cadets or parents (including information about SAT)	Guidance staff	Ongoing	Meeting space	Parent and cadet attendance
9. Create a culture that values PSAT/SAT performance and growth	All staff	Ongoing	Posters, Naval Science awards	Increased PSAT/SAT scores

## Student Performance Objective #2:

By the year 2028, cadets at the Delaware Military Academy will demonstrate improved academic performance, as measured by:

A 2% increase each year in the percentage of students who enroll in and successfully complete (a grade of 77% or higher) a college level course. This measure will include all Dual Enrollment and Advanced Placement courses.

**Describe the evidence that led the school to determine that the area of student performance on which this objective is focused as a priority for growth and improvement.**

Evidence from College Board (<https://apcentral.collegeboard.org/about-ap/discover-benefits>)

- 85% of selective colleges and universities report that a student's AP experience favorably impacts admission decisions.
- Research shows that students who receive a score of 3 or higher on AP Exams typically experience greater academic success in college and have higher graduation rates than their non-AP peers.
- Research shows that students who take AP courses and exams are much more likely than their peers to complete a college degree on time—which means they avoid paying for, for example, a fifth year of tuition.

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<b>Baseline Data:</b>	<b>Target Number</b>	<b>Performance</b>
<b>Spring 2020</b>		<b>17.8%</b>
<b>Spring 2021</b>	<b>19.8%</b>	
<b>Spring 2022</b>	<b>21.8%</b>	



## Action Plan for Student Performance Objective #2

Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success
1. Plan to offer additional University of Delaware course offerings	Amy Tocyloski	Ongoing	1-1 Technology Technology support Cooperating teacher Classroom Teacher Training	Increase in the number of course offerings.
2. Investigate offering additional AP/Dual Enrollment courses	Amy Tocyloski/Deb Certesio Teaching Staff	Ongoing and annually with department	Additional staff training	Increase in the number of course offerings.
Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success
1. Accuplacer preparation courses	Staff/ Tocyloski/Certesio	ongoing	Study Materials Staff Beyond Duty day	Increase in the number of students who successfully pass the Accuplacer
2. Build pre-AP skills into DMA courses -Spanish Skills -Writing Skills (SS) -Question Rigor/Set Up in all grade levels	Teaching Staff/Administrative Team	Beginning Freshmen year/ Ongoing	-Professional Development Time -Access to resources	Increase in the number of students enrolling in AP/Dual Enrollment Courses
2. Freshman/underclassmen course planning preparation (possibly during College Application Week) including intentional scheduling to prepare for AP/Dual Enrollment	Staff	Freshman Year	Course Map Assignment/Activity Development	Underclassmen Scheduling Plans
<b>Strategy #3: Support students enrolled in college level courses</b>				
Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success
1. Utilize AP Classroom/College Board and outside resources	AP Teachers	Ongoing	Teacher Planning Time	Student success level

(Albert.io or similar) to increase student exposure to and experience with content and question structure.				on formative resources
2. Offering AP Study Group (focusing on AP Prep) afterschool	AP Teachers	Ongoing	After school teacher time Materials	Final Exam
3. Utilize DTCC Dual Enrollment course enrichment materials	DTCC Course Teachers	Ongoing	Mentor Teacher	Final Course Grades

## **Strategies to Increase Parent Involvement**

Parents, cadets, staff and community members are represented on the Middle States committees, school success plan, CTE Advisory committee and the DMA Board of Directors. The Academy continues to engage parents and families through the following strategies:

- Weekly updates via email to all stakeholders from the Commandant to keep parents informed and to solicit parent contact
  - The Commandant sends a Commandant's Corner each Monday that keeps parents informed of school events and successes.
  - The Commandant's Corner is a vehicle to share parent involvement opportunities with parents
- Commandant's Alert system
  - This is a text based system that allows the Commandant to send quick reminders or emergency notifications that will immediately reach families via text.
- Annual meeting to review the Title I grant (Fall of each year) and offer parental volunteer opportunities
  - The Title I Coordinator meets with parents in an evening program (this year was done via ZOOM) to discuss the Title I program including:
    - Title I goals
    - Title I spending for the upcoming year
    - Rights of parents
    - Discussion of Homeless and what it means and how we can help
- DMA board meetings are open to the public and all minutes (written and recorded) are available on the DMA website for those who cannot attend
- Regular feedback from all stakeholders
  - Open Door Policy – the DMA administrative team has an open door policy that any parent or cadet can reach us and discuss any concerns that they may have.
- Periodic and Annual review of student achievement data
  - The Dean of Cadets and Dean of Instruction review all interim reports (every 4.5 weeks) and every report card to identify cadets who are struggling in the classroom.
  - At the end of each marking period, Academic Review Boards are held for struggling cadets (and parents) to identify strengths and weaknesses and to put appropriate supports in place in a timely manner for each struggling cadet. These supports could include:
    - Required after-school tutoring
    - A peer mentor
    - RTI placement
    - Utilization of a Daily Progress Sheet
    - Meeting with the school counselor to discuss organization or study skills
    - Referral, if appropriate, to the student support team for evaluation
- Monthly meetings of the PTA, music association and sports boosters to encourage parent involvement
  - Staff attend each meeting to ensure there is open communication and issues are addressed in a timely manner
  - The Commandant attends every meeting each month and does a monthly report at the PTA meetings
- Guidance Text alert system for each grade level (parents are also invited to participate)
  - Managed by the Guidance Department to make sure cadets and parents are informed of college and post-secondary options and events

## **Support for Special Populations**

### **Homeless Cadets:**

The Academy continues to support all cadets who are classified as homeless under the McKinney-Vento Homeless Assistance Act. The Academy already provides all transportation costs for cadets residing in New Castle County and have expanded that area for cadets in need in the past. All cadets, regardless of homeless status, are afforded this transportation opportunity as well as all school uniforms. Our homeless cadets are provided with additional school supplies, backpacks, winter gear, summer reading books, and replacement uniform pieces. In addition, all school related fees are covered with this grant including parking fees, sports fees and graduation fees.

### **Gifted and Talented:**

The LEA identifies gifted and talented cadets through a number of different sources: 9th grade ELA placement testing (completed in the Spring of 8th grade after they have accepted a place in the new class), DeSSA scores, PSAT 8/9 results (administered to ALL 9th graders in October of 9th grade) and performance in their classes. These cadets are served through rigorous course offerings at the honors and college level (AP and dual enrollment). In addition, the Academy has developed an enrichment program for student leaders and gifted and talented cadets called Leadership Academy. This is a class that meets each day and allows cadets to apply their talents to areas that interest them and challenge them to better prepared for service academies, ROTC programs or rigorous college programs. DMA will continue to look for ways to challenge and enrich the academic program for our gifted and talented cadets.

### **Students at Risk of Failure**

The administration reviews all interim reports and report cards to identify struggling cadets in a timely manner. In addition, teachers work closely with the guidance counselor to quickly identify cadets who are struggling to determine if there is an underlying issue that needs to be addressed. Regular communication is the key to ensuring cadets who are struggling get the help they need.

All teachers are available before school and after school on a daily basis to assist struggling cadets. In addition, formal tutoring is available after school four days a week in math, English, science and PSAT/SAT preparation. DMA has developed a peer tutoring program as part of our Naval Science program to match struggling cadets with other cadets, with the same Naval Science class, to help with core subject classes.

## **Annual Evaluation**

The Delaware Military Academy continually evaluates the plan for Growth and Improvement to ensure we are being faithful and working towards reaching our goals. This is an on-going review process for the planning committee, in coordination with the Perkins Advisory Board and our DMA Board of Directors.

During our accreditation review period and the mid-term review period, the DMA planning committee meets on a bi-weekly basis to coordinate planning. Once the MSA accreditation cycle ends, the planning committee meets twice a year to review our data as well as our objectives and action plans to ensure we are on target to meet our objectives. The current planning committee has been in existence for 8 years with fluid membership as we have moved through the years. This committee looks at the data, the stated objectives and where we are in relation to the objectives and makes adjustments, as needed.

In addition, the plan is used by our Board of Directors' Academic Excellence Committee to evaluate the effectiveness of our academic program and make recommendations to the board. The Planning Coordinators are also members of the Academic Excellence Committee. The goal is that our various committees and guiding documents are all aligned to the objectives we have set as a part of our schoolwide plan. The results are reviewed each year with the Planning Committee as well as the DMA Board of Directors.