



# Delaware Military Academy

2019 National Blue Ribbon School



## Delaware Military Academy ARP ESSER III Approved Plan 2021

***\*\*Policy reviewed March 2024; as ESSER funds still exist, this policy/plan from 2021 remains in effect until full expenditure of funds.***

This plan details the approved uses for ESSER III funds that have been awarded to the Delaware Military Academy. In total, the Delaware Military Academy was awarded \$105,012,000. The approved use of these funds are tied directly to our 2021-2022 Return to School Plan which is posted on the Delaware Military Academy website at <https://demilacad.org/policies>.

### **General Use of ESSER III Funds:**

#### **Purpose 1: Safe Return to In-person Instruction and Continuity of Services**

- Health and Safety:
  - The Academy follows all DPH related guidelines including proper mask wearing while in school for all cadets, staff and visitors. Signage illustrating proper mask wearing procedures are visible on all doors.
  - The Academy follows all DPH guidelines regarding social distancing. In all classrooms, cadets are, at a minimum, three feet apart with masks. Whenever possible, cadets are spaced further apart in the classroom.
  - The Academy has developed a system to track who is out of the classroom in a building to ensure there is never more than two students at the bathroom at any given time. Signage for proper hand washing are clearly displayed in all bathrooms. Hallway traffic has been reduced to one-way traffic to limit traffic.
  - The Academy replaced all filters with MR13 filters during the 2020 summer. All classrooms are cleaned at the end of each class with a bleach solution by the teacher. A full cleaning is done on all sports equipment and facilities after use.
  - The Academy has identified a COVID Coordinator who works directly with the DPH to identify and trace cadets or family members with a positive COVID test or exposure. There is a system in place to ensure that any cadet in this situation has access to an equal educational experience.
  - Cadets are expected to pre-screen each morning before arriving to school in accordance with DPH guidance. In addition, the Academy recommends monthly testing for all cadets at a local testing site. Prior to large events, such as prom, DMA offered on-site testing to ensure cadets remained safe at the event.
  - The Academy partnered with Christiana Care to offer vaccinations for all staff members in April. At this time, approximately 95% of the DMA staff is fully vaccinated. Cadets have been encouraged to be vaccinated through local DPH sites now that students age

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12-17 are eligible for the Pfizer vaccine.

- The Academy is committed to ensuring all cadets, including those with disabilities, with appropriate accommodations. The academy has set up special education tutoring hours

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through ZOOM and clear masks were provided to teachers who taught students who are hearing impaired. Individual needs were considered throughout the year during IEP and 504 meetings.

The Academy administrative team meets bi-weekly to discuss and plan for the needs of the students and staff members. We partner with the surrounding districts to provide meals for any of our low-income students who may need additional support.

- **Purpose 2: Use of ARP ESSER III funds**

- Mitigation Strategies - The LEA has continually purchased masks and cleaning supplies that are utilized to clean classrooms between each class and to keep cadets safe. This grant will allow us to provide outside picnic spaces for cadets to spread out during lunch and safely eat without masks. In addition, we are working to safely add cadets to the classroom with a 3 foot space if we change the classrooms that currently have 4 foot tables to individual desks. This will allow us to bring back every cadet who wants to be back while maintaining a safe distance in the classroom.
- 20% Set-aside to address the academic impact of lost instruction time through the implementation of evidence based interventions
  - Multiple staff members will be utilized to provide hands-on, in-person enrichment programming (approximately 175 hours at \$40 an hour) during the summer and fall semester to assist cadets who have experienced learning loss as a result of COVID 19. This will include support for incoming 9th graders who need additional enrichment, current cadets who have struggled during the pandemic as well as additional SAT/PSAT prep work to help fill in the gaps in an effort to ensure COVID 19 does not negatively impact their ability to get in to their college of choice.
  - Contract with The College Board to administer the PSAT 8/9 to all 9th graders and the PSAT/NMSQT in the fall for the purpose of identifying gaps in skills so they can be addressed before the cadets are taking the SAT. This will allow us to provide targeted assistance to cadets based on specific skills.
  - Purchase a site license for IXL Math - This online resource would allow the teacher to assign specific skills to students, track their progress and gives AUTOMATIC feedback with solutions. The teacher will use this to provide targeted skill development for cadets.
  - The Academy will purchase a site license for Teachers Pay Teachers (TpT) to provide educational resources for teachers to help address significant learning loss due to the pandemic. This would be a one-year license for staff, specifically those working with cadets over the summer and fall to provide targeted interventions.
  - The academy will utilize 12,000 of the ESSER III funds to renew/purchase programs that are being used in the classroom to increase engagement, provide remedial support and assist with virtual science and math simulations. These programs include NearPod, Kahoot, Gimkit, Breakout.edu, Explore Learning,

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Quizzes and Common Lit. In addition, as a result of the virtual learning, a portion of our annual Schoology contract will be paid for with these funds.

- The LEA will utilize the remaining ARP ESSER funds to support technology and programs that ensure all cadets have equal access to quality education. We will be using remaining funds to supplement the purchase of additional technologies including Chromebooks.
- How the LEA will ensure that the ARP ESSER funded interventions, including but not limited to the 20% set-aside, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic including students from low-income families, students of color, English Learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students
  - The Academy has worked hard to ensure that all cadets, regardless of in-person status, have full access to teachers, counselors, college planning and social emotional resources during the pandemic. The Academy purchased a site license for ZOOM to allow for teachers to meet with cadets, deliver instruction remotely and record lessons to share with cadets who were struggling or missed a lesson. This allowed cadets to get caught up faster and to see the live instruction again, if needed. The college counselors and the Dean of Instruction utilized ZOOM as well as in-person meetings to meet with cadets to support instruction and plan for college. The Dean of Instruction had standing ZOOM appointments with special education, 504 and struggling cadets to check-in and provide any additional supports needed. The school counselor has continued to meet with the Resilient Minds support group and provide individual counseling via ZOOM and in-person meetings. Lastly, the Academy maintained a half day schedule for cadets through the remainder of the school year to ensure that cadets who were at home had access to teachers during office hours and to mentally provide some respite for teachers.
- The Academy has implemented a number of promising practices to ensure successful learning and to accelerate it moving forward. These practices include:
  - ZOOM instruction - this allowed cadets who were at home to fully participate in live lessons. These lessons were recorded to allow for cadets to go back and re-watch portions or recoup lost material due to illness.
  - Addition of Chromebooks and hot spots - the academy invested in Chromebooks for all cadets to ensure access to technology for all cadets. Cadets without reliable internet service at home were provided hot spots to ensure full participation in school
  - Schoology LMS - consistency is critical for cadet success. The Schoology LMS provided a consistent platform to deliver in-person and remote instruction.

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- Addition of new dual enrollment courses for 2021-2022 - The academy will continue to partner with DTCC to offer dual enrollment options for cadets. For the upcoming school year, we will be adding two new elective dual enrollment courses for cadets - PSY121 (General Psychology) and CRJ101 (Intro to Criminal Justice). In a new partnership with Wilmington University, we will be offering BBM201 (Principles of Management) for seniors pursuing a NAF certification.
- Enrichment program - The academy has identified a need to remediate and provide enrichment for our cadets who have struggled academically or experienced learning loss as a result of COVID - this includes our incoming 9th grade class which will come to us from 30 different middle schools. Each of these schools have handled COVID and their curriculum differently. Enrichment will look different depending on the needs of the cadets.

**Focus Areas:** The Delaware Military Academy will focus on three (3) primary focus areas. They are:

**Focus Area #1:** Address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups. (Minimum 20% of Allocation) – DMA will spend \$21,000 in this focus area

- The Academy has developed a multi-step intervention plan to address learning loss and provide interventions for those cadets who have been impacted by COVID-19.
  1. The first tier of our intervention plan includes providing support in the area of math and English for our incoming 9th graders. These cadets will come to us from 30 different middle schools and each middle school has had a different plan for educating students during COVID.
  2. The second part is enrichment programming to assist cadets who have traditionally done well and are now struggling in the classroom as a result of COVID-19. These cadets would participate in programming over the summer to "fill in the gaps" so they will be successful next year.
  3. Lastly, we will focus on SAT and ACT preparation for our rising junior and seniors to ensure that any disruption to the educational process does not have a negative impact on their college options as we move forward.
- This \$21,000 will be utilized to support the entire program including staff salaries for the program, a math diagnostic program for incoming 9th graders, and PSAT testing to help us identify learning loss and focus areas for prep work. In addition, education resources will be provided for teachers who will be providing targeted interventions.

**Focus Area #2:** Develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) on reopening and operating schools to effectively maintain the health and safety of students, educators, and other staff. – DMA will spend \$71,912 in this focus area

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- The academy will purchase student desks to replace current 4 foot tables in many of our current classrooms. The current tables limit the number of cadets I can place in a classroom and still maintain a 3 foot social distance. This will allow us to bring back every cadet who wants to return full time classes.
- In addition, the academy will purchase outdoor picnic tables to allow for greater social distancing during lunch and breakfast. On nice weather days, cadets will be encouraged to spread out and enjoy the outside which is safer during the COVID pandemic.

**Focus Area #11:** Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities. DMA will spend \$12,000 in this focus area

- The academy has integrated a number of computer based applications as a direct result of COVID. These programs have been used by teachers to meet a few different needs: some are being used to help keep cadets engaged in the classroom lesson (at home and in-person) such as NearPod while others are being used to provide hands-on educational opportunities and enrichment. In addition, the academy has adopted a LMS to allow for consistency for the cadets to help them stay on track. This set aside would cover one more year of these programs and directly improve the educational experience for all our cadets. Any remaining funds in this set aside will be used to purchase additional technologies to be used in the classroom including Chromebooks, document cameras, etc.

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## Identifying the Needs of Underserved Populations

Describe your LEA’s highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on each of the following student groups.

Student group	Highest priority needs
<p style="text-align: center;"><b>Students from low-income families</b></p>	<p>The Academy recognizes that access to technology and reliable Internet access continue to be a pressing issue. The Academy will continue to support all cadets to ensure they have access to appropriate technology, regardless of economic status.</p> <ul style="list-style-type: none"> <li>● 100% of low-income students were provided a Chromebook to utilize across all classes as well as a bank of digital/online tools.</li> <li>● 57% of cadets who received a “hot spot” over the last year from DMA were low-income students.</li> </ul> <p>The academy had a 97% attendance rate this year as a result of the ongoing technology support provided to cadets. The Academy also implemented a wide array of sanitizing procedures to reduce the transmission of the virus thus maintaining a high level of student attendance.</p> <p>The Academy will continue to provide fee waivers for cadets who are on free/reduced lunch for AP and dual enrollment courses and test fees. During the 2020-2021 school year, the Low-income subgroup outscored all other subgroups on the school day administration of the SAT. On the DeSSA Science exam, the low income subgroup scored on average 7-points lower than the overall score.</p>
<p><b><i>Students from each racial or ethnic background used by the State for reporting purposes –please add a row for each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race/ethnicity)</i></b></p>	

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<p><b>African American Students</b></p>	<p>The Academy recognizes that access to technology and reliable Internet access continue to be a pressing issue. The Academy will continue to support all cadets to ensure they have access to appropriate technology, regardless of race..</p> <ul style="list-style-type: none"> <li>• 100% of African American students were provided a Chromebook to utilize across all classes as well as a bank of digital/online tools.</li> <li>• 14% of cadets who received a “hot spot” over the last year from DMA were students with disabilities.</li> </ul> <p>The academy had a 97% attendance rate this year as a result of the ongoing technology support provided to cadets. The Academy also implemented a wide array of sanitizing procedures to reduce the transmission of the virus thus maintaining a high level of student attendance.</p>
<p><b>Asian Students</b></p>	<p>N/A - The Academy had only two Asian students in the sub category for SAT and Social Studies (11th grade) and two who were enrolled in the Biology course this year. In total, DMA has 7 Asian students in the school.</p>
<p><b>Hispanic/Latino Students</b></p>	<p>The Academy’s population is approximately 10% Hispanic/Latino. This group made up approximately 28% of the cadets who needed access to a “hot spot” for reliable internet access. This subgroup significantly out-performed in the DeSSA Social Studies assessment but under-performed on the SAT. Only 20% of the Hispanic/Latino SAT test takers were proficient in the ERW section and 10% were proficient in the math portion.</p> <p>The academy had a 97% attendance rate this year as a result of the ongoing technology support provided to cadets. The Academy also implemented a wide array of sanitizing procedures to reduce the transmission of the virus thus maintaining a high level of student attendance.</p>

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<b>Native American Students</b>	N/A - The Academy has a total of two enrolled cadets in this sub-group.
<b>Multi-Racial Students</b>	<p>The Academy's population of multi-racial students makes up about 4% of the population.</p> <p>The Academy recognizes that access to technology and reliable Internet access continue to be a pressing issue. The Academy will continue to support all cadets to ensure they have access to appropriate technology, regardless of economic status.</p> <ul style="list-style-type: none"><li>• 100% of multi-racial students were provided a Chromebook to utilize across all classes as well as a bank of digital/online tools.</li></ul> <p>5 multi-racial students participated in the Spring SAT administration. The students in this subgroup earned an ERW mean score of 460 with a 40% proficiency rate and a Math mean score of 484 with a 20% proficiency rate. This subgroup underperformed compared to the student average in this area. However students in this subgroup outperformed the student mean score on the DESSA Science assessment.</p> <p>The academy had a 97% attendance rate this year as a result of the ongoing technology support provided to cadets. The Academy also implemented a wide array of sanitizing procedures to reduce the transmission of the virus thus maintaining a high level of student attendance.</p>
<b>White</b>	<p>The Academy recognizes that access to technology and reliable Internet access continue to be a pressing issue for all cadets. The Academy will continue to support all cadets to ensure they have access to appropriate technology, regardless of economic status.</p>

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	<ul style="list-style-type: none"> <li>• 100% of white students were provided a Chromebook to utilize across all classes as well as a bank of digital/online tools.</li> <li>• 57% of cadets who received a “hot spot” over the last year from DMA were white students.</li> </ul> <p>The academy had a 97% attendance rate this year as a result of the ongoing technology support provided to cadets. The Academy also implemented a wide array of sanitizing procedures to reduce the transmission of the virus thus maintaining a high level of student attendance.</p> <p>On the 2021 SAT assessment students in this subgroup performed with 66% proficiency on the ERW assessment and 27.52% proficiency on the math assessment.</p>
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## *Students By Gender*

<p><b>Male Students</b></p>	<p>The Academy recognizes that access to technology and reliable Internet access continue to be a pressing issue. The Academy will continue to support all cadets to ensure they have access to appropriate technology, regardless of economic status.</p> <ul style="list-style-type: none"> <li>• 100% of male students were provided a Chromebook to utilize across all classes as well as a bank of digital/online tools.</li> <li>• 42.8% of cadets who received a “hot spot” over the last year from DMA were male students.</li> </ul> <p>The academy had a 97% attendance rate this year as a result of the ongoing technology support provided to cadets. The Academy also implemented a wide array of sanitizing procedures to reduce the transmission of the virus thus maintaining a high level of student attendance.</p>
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<p><b>Female Students</b></p>	<p>The Academy recognizes that access to technology and reliable Internet access continue to be a pressing issue. The Academy will continue to support all cadets to ensure they have access to appropriate technology, regardless of economic status.</p> <ul style="list-style-type: none"><li>● 100% of female students were provided a Chromebook to utilize across all classes as well as a bank of digital/online tools.</li><li>● 57% of cadets who received a “hot spot” over the last year from DMA were female students.</li></ul> <p>The academy had a 97% attendance rate this year as a result of the ongoing technology support provided to cadets. The Academy also implemented a wide array of sanitizing procedures to reduce the transmission of the virus thus maintaining a high level of student attendance.</p>
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<p><b>English learners</b></p>	<p>The Academy has 5 English Learners during the 2021-22 school year and 3 of them just joined DMA (9th graders) and are not included in the current data. Only one cadet was included in any state or national testing data from last year.</p> <p>The Academy recognizes that access to technology and reliable Internet access continue to be a pressing issue. The Academy will continue to support all cadets to ensure they have access to appropriate technology, regardless of economic status.</p> <ul style="list-style-type: none"><li>● 100% of English learners were provided a Chromebook to utilize across all classes as well as a bank of digital/online tools.</li></ul> <p>The academy had a 97% attendance rate this year as a result of the ongoing technology support provided to cadets. The Academy also implemented a wide array of sanitizing procedures to reduce the transmission of the virus thus maintaining a high level of student attendance.</p>
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<p><b>Children with disabilities</b></p>	<p>All cadets with disabilities were provided required service hours during the 2020-2021 school year whether in-person or through ZOOM. The IDEA Coordinator conducted IEP and 504 meetings via ZOOM and met with cadets on a weekly basis to ensure they were on-track with classes and to assist with additional academic support including study skills.</p> <p>The Academy recognizes that access to technology and reliable Internet access continue to be a pressing issue. The Academy will continue to support all cadets to ensure they have access to appropriate technology, regardless of economic status.</p> <ul style="list-style-type: none"> <li>• 100% of children with disabilities were provided a Chromebook to utilize across all classes as well as a bank of digital/online tools.</li> <li>• 14% of cadets who received a “hot spot” over the last year from DMA were students with disabilities.</li> </ul> <p>The academy had a 97% attendance rate this year as a result of the ongoing technology support provided to cadets. The Academy also implemented a wide array of sanitizing procedures to reduce the transmission of the virus thus maintaining a high level of student attendance.</p>
<p><b>Students experiencing homelessness</b></p>	<p>The Academy had an unusually low number of homeless cadets this year likely due to the eviction moratorium. We anticipate that this will change in the upcoming school year and if it does, we will evaluate the needs of each individual homeless cadet to ensure they have what they need to be successful at the academy.</p>
<p><b>Children and youth in foster care</b></p>	<p>The academy does not have any cadets who are in foster care but will support any cadet, in the future, that is in this situation.</p>

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<p><b>Migratory Students</b></p>	<p>The academy does not have any cadets who are migratory but will assist any cadet, in the future, that is in this situation.</p>
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For questions regarding the DMA ARP ESSER III funds or the DMA Return to School Plan, please contact Debra Certesio, Dean of Cadets, at [debra.certesio@dma.k12.de.us](mailto:debra.certesio@dma.k12.de.us).

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