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High Expectations
Personalized Attention
Student-Centered Instruction

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1. Please describe the extent to which the LEA has adopted policies on each of the following health and safety strategies:

Universal and Correct Wearing of Masks:

Our Academy adheres fully to the requirements provided by the State of Delaware regarding the universal and correct wearing of masks. We also remain fully updated on and follow the current CDC guidelines, as well as any state specific recommendations.

Physical Distancing (e.g. use of cohorts/podding):

The Academy of Dover kept students physically distanced by ensuring that students remained in their primary learning locations (homeroom classrooms) for the majority of the day. The Academy transitioned to providing breakfast and lunch in the classrooms, rather than in the cafeteria. We also put more of our exploratory classes on carts and had the teachers go to the classrooms, instead of the students going to other rooms for learning. The only exploratory that students travelled to attend was the PE class in the gymnasium. Squares were marked on the floor of the gym to ensure each student remained in a physically distanced location. Arrival and dismissal procedures were also adjusted to have students depart from their classrooms rather than from the gymnasium (car riders).

Handwashing and respiratory etiquette:

The Academy provided hand sanitizers in each classroom to ensure students and staff had easy access. In addition, regular handwashing times were included in the day. Respiratory etiquette was adhered to by ensuring students properly wore masks and also were not in school if they had any respiratory symptoms.

Cleaning and maintaining healthy facilities, including improving ventilation:

The Academy increased the number of staff to support cleaning and maintaining healthy facilities. HEPA filtering units were placed in every office and classroom. Sanitary spraying was done on an hourly basis to ensure all areas remained as clean as possible.

Contact tracing in combination with isolation and quarantine in collaboration with the state, local, territorial, or Tribal health departments:

The Academy has video surveillance in all areas aside from the restrooms. Through this, we were able to easily trace any students or staff who were deemed exposed or positive for COVID. If a person was determined to need isolation, we had a separate location set up for them to remain until they could safely leave the Academy. We worked alongside DPH in any situations of question.

Diagnostic and screening testing:

Our staff participated in the regular screening for COVID. Students were encouraged to be screened as well. All students and staff entering the building were screened for fever or symptoms every day upon arrival.

Efforts to provide vaccinations to educators, other staff, and students, if eligible:

Information was provided to all educators and staff of the Academy as well as families regarding vaccination availability.

Appropriate accommodations for children with disabilities with respect to health and safety policies.

Students with disabilities received instruction and support either in person or electronically, based on their parents request for their instructional method. Accommodations to ensure needs were met were made on an individual basis.

2. How will the LEA ensure continuity of services including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services?

Our Academy has ingrained practices to ensure the academic as well as social emotional needs are met for each of our students. We do regular outreach to our families, as well as to our students. We have continued to provide both academic and social emotional supports this past year and into this summer and the future. We collaborated with local businesses to offer donations of food to our families in need.

Purpose 2. This section is to document the LEA's required ARP ESSER Plan due by August 23, 2021, which at a minimum must describe:

1. The extent to which and how ARP ESSER Funds will be used by the LEA to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent guidance:

The Academy is using the funds to further reduce the class sizes--so that each of our educators can better individualize the instructional opportunities, as well as ensuring we meet the social emotional needs of each student. In addition, the Academy has created a brand new offering for the summer of 2021 of a Summer Academy--this Academy is an extension of learning focusing on ELA and Math as well as on social emotional needs.

2. How the LEA will use the mandatory 20% set-aside to address the academic impact of lost instruction time through the implementation of evidence based interventions:

As previously mentioned, the Academy is addressing the academic impact by providing additional instructional time through the Summer Academy. Additionally, by having our class sizes remain smaller, and hiring additional educators and paraprofessionals, we will best be able to target the individual learning needs of each student.

3. ***How the LEA will use the remaining ARP ESSER funds consistent with the statutory requirements:***

The Academy plans to continue an offering of an after school Summer Academy through the 21-22 school year, offer the Summer Academy again in the Summer of 2022, and maintain the smaller class sizes for the 22-23 school year. In addition, additional instructional materials and supports will be purchased to ensure optimal academic opportunities exist for our students. Through the school day as well as the summer learning program, social emotional supports will be included to ensure the social emotional needs are being met as well.

4. ***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 majority of our student population is in the low-income and students of color categories. We continue to provide supports to all of our students based on their individual needs. Academically, we are focusing on having our class sizes remain smaller than normal to ensure the ability to individualize instruction. We are also ensuring that we have more paraprofessional supports to further target the needs of our students. We have added additional exploratory classes due to the increased number of academic classrooms. The social emotional and mental health needs of our students are being addressed through an Academy-wide approach of meeting the needs of the whole child. We have targeted PD for our staff to ensure all fully understand what our students need and how best to meet their needs. In addition, we have contracted with an equine therapeutic program to provide additional supports for students in greater need. We also have contracted with a mental health professional to provide direct therapeutic services to students who are in need and whose parents have consented. We also have hired a full time counselor and added a Dean of Students with the plan of also adding a behavioral support professional.

5. ***Describe the promising practices the LEA has implemented to accelerate learning.***

We have a consistent student population, and have data on each student's performance in Reading, Writing, and Math. In addition, we have the input from our educators on each student. We are strategically setting up our classrooms based on this data to ensure we have balanced classrooms based on individual student needs. We have targeted intervention time for ELA and Math built into our schedule for each student to receive individually specified instructional support. We also have social-emotional supports in place to ensure the whole child's needs are addressed. Our Summer Academy is focused on building upon the academic and social emotional skills that were focused on this past school year. We also plan to create and offer an after school academy extension for our students to further accelerate learning. We have top rated curriculum in place for ELA and Math, and follow the state recommended curriculum for Science and Social Studies. We have added additional classrooms and staff for each grade level to ensure we have small class sizes where our educators can individualize instruction.