



## FIRST STATE MILITARY ACADEMY

### ANNUAL REPORT

**Report Date: January 15, 2025**

**Delaware Department of Education**

Charter School Office

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## I. OVERVIEW

### 1.1 SCHOOL PROFILE

#### First State Military Academy

355 W. Duck Creek Road | Clayton, DE 19938

<https://www.fsmilitary.org>

<b>Year Opened</b>	2015	<b>District(s) of Residence</b>	Smyrna School District
<b>2023-24 Enrollment</b>	416	<b>Approved Enrollment</b>	475
<b>Current Grade Span</b>	9-12	<b>Approved Grade Span</b>	9-12
<b>School Leader(s)</b>	Mr. Blair Newman	<b>School Leader Phone &amp; Email</b>	(302) 223-2156 Blair.Newman@fsmilitary.k12.de.us
<b>Board President</b>	Mr. C. Scott Kidner	<b>Board President Email</b>	csk@kidner.com

**Mission Statement:** The mission of the First State Military Academy is to provide an educational experience that focuses on developing the intellectual, physical and emotional growth of our cadets through the cultivation of an environment that rewards honesty, integrity, teamwork and commitment. With a strong focus on academic rigor, military discipline, citizenship and through the application of strong moral values, graduates will develop respect ensuring successful entry into life.

### 1.2 STUDENT DEMOGRAPHICS

Enter the number of students on your waiting list (if applicable).

	2023-2024
Total Enrollment	416
Students on Waiting List	N/A
% Male	66.59%
% Female	33.41%
% African American	25.24%
% American Indian	0.24%
% Asian	2.64%
% Hispanic/Latino	12.26%
% White	55.53%
% Multiracial	3.37%

% Native Hawaiian or Other Pacific Islander	0.72%
%Special Education	18.51%
% English Learners	5.05%
% Low-Income	19.71%

### 1.3 APPROVED MINOR AND MAJOR MODIFICATIONS

Date	Modification Requested	Outcome
	Not applicable	

### 1.4 SCHOOL ENROLLMENT

	Approved Enrollment	30-Sep Enrollment Count	% of Actual Enrollment
9		134	
10		107	
11		111	
12		64	
<b>Total</b>	<b>475</b>	<b>416</b>	<b>87.58%</b>

### 1. Explain successes or challenges of implementing the school's recruitment plan.

#### School Comments:

Over the last four years FSMA has had many successes when it comes to the recruitment of new cadets. FSMA has utilized sending mailers including school information and open house dates to all 8th grade students within Kent and New Castle Counties. FSMA has also utilized radio, newspaper, and social media advertisements. FSMA has offered more opportunities for open house events utilizing different days and times of the week all while showing off our cadets and their leadership abilities. Through the school's recruitment efforts, FSMA has increased the number of applications to 433 for FY25. Moving forward,

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we have contacted all K-8 Charter Schools in Delaware and have begun attending high school fairs at the middle schools. We will continue to cultivate our relationships with the K-8 Charter Schools and continue our radio, newspaper, and social media campaign as well as sending out weekly press releases to get our school into the community.

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## 1.5 SCHOOL REENROLLMENT

Re Enrollment Rate is the percentage of students continuously enrolled in the school from one year to the next.

Grades	NUMBER OF STUDENTS REENROLLED	PERCENT OF STUDENTS REENROLLED
9	21	
10	95	65.52%
11	106	77.37%
12	64	77.11%
Total/Avg	286	78.36%

## 2. Explain successes or challenges of implementing the school's retention plan.

### School Comments:

FSMA carefully reviews and analyzes student retention rate data at the end of each year. While the retention rate at FSMA hovers around 80% for the previous charter term as well as the previous school year, FSMA has indicated a number of reasons for students who do not return. Since FSMA recruits students from Kent and New Castle County, some students cite the distance to and from school as reasons for not returning as well as difficulties getting to hub stops. With FSMA being a full time MCJROTC program that specializes in project based learning (PBL), some students decide not to return as they do not like the structure of the MCJROTC program or the educational delivery through project based learning. Of the nearly 80% of students who return to FSMA each year, the vast majority of those students cite the positive school culture, strong discipline, academic rigor, and the uniqueness and innovation of project based learning as their primary reasons for returning.

## II. ACADEMIC PERFORMANCE

Delaware operates under the belief that all schools benefit from continuous improvement – including those that receive exceeds expectations ratings – to best support all students. The [Delaware School Success Framework \(DSSF\)](#) outlines the accountability standards by which all Delaware public schools are measured. This state- and school-level data helps identify each school's needs and determine how best to support students across the state.

DSSF measures the following areas to determine school success. This annual data is publicly available on the [Delaware Report Card](#).

- Academic achievement – Proficiency for ELA and math (grades 3-8 and 11)
- Academic progress – Growth in ELA and math (grades 4-8); includes growth of the lowest and highest performing students in a school
- School quality/student success – On-track attendance (K-12), science proficiency (grades 5, 8 and biology), social studies proficiency (grades 4, 7 and 11), college/career preparedness (grades 9-12), and on-track in 9<sup>th</sup> grade
- Graduation rates – 4-year, 5-year and 6-year adjusted cohort graduation rates
- English language proficiency (ELP) – Progress toward English language proficiency (grades 1-12)

## 2.1 DELAWARE SCHOOL SUCCESS FRAMEWORK — SY 2023-2024

Indicators/Measures	Weight	Metric Value	Points Possible	Points Earned
<b>Academic Achievement</b>	<b>20%</b>		<b>100</b>	<b>36</b> Well Below Expectations
Proficiency ELA (grades 3-8 and 11)	10%	41.86%	50	31
Proficiency Math (grades 3-8 and 11)	10%	6.98%	50	5
<b>School Quality/Student Success</b>	<b>25%</b>		<b>125</b>	<b>131</b> Meets Expectations
On Track Attendance (grade K-12)	3%	94.88%	25	24
Proficiency Science (grade 8 and Biology)	5%	N/A	N/A	N/A
Proficiency Social Studies (Grades 7 and 11)	5%	20.45%	25	*
College and/or Career Preparedness (9-12)	8%	92.44%	75	69
On Track in 9th Grade	5%	67.43%	50	34
<b>Graduation Rate</b>	<b>20%</b>		<b>100</b>	<b>86</b> Meets Expectations
4-Year Cohort Graduation Rate	15%	84.31%	75	63
5-Year Cohort Graduation Rate	3%	91.26%	13	12
6-Year Cohort Graduation Rate	2%	95.10%	12	12
<b>Progress toward English Language Proficiency</b>	<b>10%</b>	<b>10.50%</b>	<b>50</b>	<b>4</b> Well Below Expectations
<b>Total</b>	<b>100%</b>		<b>475</b>	<b>257</b>
<b>Overall Percentage / Rating</b>				<b>54.11%</b> <b>Approaching Expectations</b>

## 2.2 ACADEMIC PERFORMANCE EXPECTATIONS

### PERFORMANCE AGREEMENT

**By September 30, 2028, our expectation is to achieve an overall rating of “Meets” or “Exceeds” on the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.**

3. Reflect on your school’s academic performance in relation to the goals set forth in the performance agreement. Please reference the specific Delaware School Success Framework (DSSF) listed below. Highlight successes, challenges, root causes, and describe how the school will address the challenges.
  - a. Academic Achievement
  - b. Academic Progress
  - c. School Quality/Student Success
  - d. Graduation Rate (if applicable)
  - e. Progress toward English Language Proficiency

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#### School Comments:

In evaluating our school’s academic performance against the goals outlined in the performance agreement, we have observed several notable successes, alongside some challenges that merit attention.

While FSMA has not yet returned to our pre-pandemic levels of academic achievement, we are encouraged by the improvements made during the 2023-2024 school year. Specifically, our 11th-grade students exhibited a notable increase of 24 points in English Language Arts (ELA), while only experiencing a marginal decline of 3 points in math. In contrast, the state averages reflected a drop of 13 points in ELA and a decrease of 21 points in math. Furthermore, we have witnessed similar positive trends in the PSAT 9 and PSAT 10 assessments. Overall, FSMA has demonstrated an upward trajectory in academic passing rates across all four core content areas during this academic year.

Our commitment to continuous improvement is evident in our proactive measures to enhance academic outcomes. The significant revisions to our curriculum, undertaken last year as part of our Charter Renewal process, have laid the groundwork for improved academic performance. We have established a robust system for monitoring and iterating on curriculum implementation throughout

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the year, allowing us to adapt swiftly to the needs of both teachers and students. The positive impact of these changes is reflected in our test score growth and improved passing rates.

To foster a high-quality educational environment, FSMA remains dedicated to incorporating best practices into our curriculum development. Our focus on reflective practices has proven instrumental in sustaining academic growth. By emphasizing collaboration among educators and fostering a culture of shared responsibility, we aim to support student success more effectively.

Despite these successes, we acknowledge that challenges persist. The ongoing impact of the pandemic has caused fluctuations in student engagement and learning. Additionally, some students have encountered difficulties in adapting to the revised curriculum. Root causes include varying levels of prior academic experience and external factors affecting student motivation.

To address these challenges, FSMA will implement targeted interventions tailored to meet the diverse needs of our students. This includes providing additional resources and support for teachers, offering professional development opportunities focused on best teaching practices, and enhancing communication with families to foster a supportive home learning environment. Regular data analysis will inform our strategies, ensuring that we remain responsive to student needs.

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### 2.3 SUPPLEMENTAL ACADEMIC PERFORMANCE DATA

4. Provide any academic performance-related evidence, supplemental data, or contextual information. In this section, you may provide graphs and/or charts to supplement your narrative as Appendix 1.

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School Comments:

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5. Reflect on other aspects of the school's academic performance that may not be captured by the DSSF. Highlight successes, challenges, root causes, and describe below how the school will address the challenges.

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#### School Comments:

One of our significant achievements this past year has been the rebranding and restructuring of our Advisory period at FSMA. By implementing a systematic approach, we have offered weekly lessons focused on diverse topics such as AI Policy, Gradebook Reflections, Social/Emotional Activities, Test Preparation, and Grade-Level Specific Activities. This initiative has fostered a consistent dissemination of information and essential skills that are aligned with grade-level expectations, ensuring that students receive a well-rounded educational experience.

Additionally, our efforts to enhance the Multi-Tiered System of Supports (MTSS) have yielded promising results. The introduction of a dedicated module for both staff and students has elevated the completion rate of our MTSS assessments to an impressive 96%. This marks a substantial increase from previous years, where completion rates hovered around 82%. The thorough engagement with these assessments indicates that students are approaching the testing process with the seriousness it deserves. Consequently, our data has become more reliable, with a noticeable decrease in instances of disengagement, such as students rapidly selecting "A" for all answers.

However, we continue to face challenges, particularly in the areas of communication and data interoperability. While our Principal's weekly messages to parents, disseminated via text and email, have been well-received, there is still room for improvement in ensuring that all families are adequately informed about critical updates. To supplement this, our school counselor has initiated a weekly newsletter that delivers essential resources and information related to graduation requirements, college and career readiness, and mental health support.

Moreover, as a Project Unicorn Signatory, FSMA is actively working to enhance our data interoperability and security. While this transition is vital for improving both teacher and student experiences with educational technology tools, it also presents challenges that we must navigate carefully. We recognize the importance of data security and the effective use of data to drive instructional improvement. Therefore, we are developing a comprehensive training program for our staff that will focus on best practices in data security and the practical application of data analysis to enhance student outcomes.

By fostering a collaborative environment and prioritizing professional development, we aim to further support our students' academic performance and overall well-being.

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6. Provide and reflect on additional information regarding academic-related indicators your school would like the Accountability Committee to consider. (This could include social and emotional development, attendance and retention, student engagement, student discipline, and others as appropriate.) Highlight successes, challenges, root causes, and describe how the school will address the challenges.

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#### School Comments:

One significant challenge impacting our academic success is cadet attendance. Several root causes contribute to this issue. Many cadets travel from across the state, resulting in logistical challenges; specifically, if they miss their bus, alternative transportation options are limited. For some cadets, this commute can exceed an hour each way, making consistent attendance more difficult. Additionally, there is a growing belief among some families that cadets can complete academic work effectively from home through online modalities, leading to a decrease in the emphasis on regular school attendance. However, this perception disregards the essential instructional time that cadets miss.

In response to these challenges, our truancy officer and technical staff are leveraging the new SIS program to create reports that are more robust and simplify the communication workflow to let families know students are at risk of truancy. An emphasis on the importance of timely and accurate attendance every class period is also included in our staff training to ensure our attendance data accurately reflects our current reality.

Another area that has seen both struggle and promise is cadet participation in non-academic activities. We have observed an encouraging trend, with increased requests and proposals for clubs and academic teams. This shift indicates a burgeoning interest among cadets to engage more deeply with the school community beyond their eight class periods. Three new clubs have been created and all of our clubs have seen more consistent attendance and participation rates.

While this development is positive, we recognize that several hurdles remain, including time constraints, transportation logistics, and funding for these extracurricular initiatives. Addressing these challenges will be vital to fostering greater participation and a sense of community ownership among our cadets. We are currently engaging in discussions and planning efforts to identify effective

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strategies to support these requests, ensuring that all cadets feel valued and supported in their academic and extracurricular pursuits.

By refining our communication strategies and actively promoting student involvement, we aim to cultivate an environment where cadets feel invested in their academic experiences and connected to their peers.

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### III. ORGANIZATIONAL PERFORMANCE

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

#### 3.1 ORGANIZATIONAL PERFORMANCE FRAMEWORK

##### SUMMARY AND OVERALL RATINGS

YEAR	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health, & Safety	OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English Learners	Governance & Public Stewardship	Oversight & School Management	Reporting & Requirements	Student Rights	Teacher Certification and Hiring Requirements		
	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	
2023-24	M	A	M	M	M	M	M	M	M	M	Meets Expectations

M: Meets Standard  
AS: Approaching Standard  
F: Far Below Standard

#### 3.2 ORGANIZATIONAL PERFORMANCE EXPECTATIONS

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## PERFORMANCE AGREEMENT

**By September 30, 2028, our expectation is to achieve an overall rating of “Meets,” as measured by the Organizational Performance Framework. Each year, we will be back on track to demonstrate performance aligned with those expectations. This progress will be monitored through our annual performance review.**

7. Describe the school’s organizational performance during school year 2023-24. (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

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### School Comments:

FSMA continues to work towards having strong operational processes and procedures meeting standard two out of the three years. 2023-2024 was the first year that First State Military has received a rating of “meets standard” with an overall school of 98%. The one area in which we did not receive a perfect score was 1.b, which referred to the PSAT/SAT essay. While we did have 100% of students take the PSAT/SAT, not all students completed the essay. In coming years, we will continue to stress the importance of completing the essay to our students prior to completing the PSAT/SAT.

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8. Discuss management and operations successes and challenges during the 2023-24 school year. Areas you may want to consider as appropriate:
- School leadership
  - Day-to-day operations including: transportation; facilities; food service; staffing (hiring, retention, professional development, evaluation); health and safety; community engagement

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School Comments:

Within day-to-day operations, FSMA has routinely faced transportation challenges. While FSMA has built positive and productive relationships with bus contractors, the transportation budget has always plagued FSMA. Each year, FSMA runs a transportation deficit (between what the state provides and what our contractors charge) and in FY24 that deficit was \$118,121.39. This creates a significant financial constraint on the overall budget as this money is being taken away from being utilized for students within the classroom.

Staffing at FSMA has been successful and we were fortunate enough to be fully staffed during the 2023-2024 school year. With the new Supervisor of Curriculum, FSMA has implemented new and continued professional development for all teachers that cover various topics in and out of the classroom. With our new supervisor, all of FSMA evaluations were completed on time through DTGSS.

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9. Address any measure(s) where the school did not meet standard or is approaching standard (if applicable).

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School Comments:

The one area in which we did not receive a perfect score was 1.b, which referred to the PSAT/SAT essay. While we did have 100% of students take the PSAT/SAT, not all students completed the essay. In coming years, we will continue to stress the importance of completing the essay to our students prior to completing the PSAT/SAT.

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### 3.3 AT-RISK STUDENTS, STUDENTS WITH DISABILITIES, AND ENGLISH LANGUAGE LEARNERS

10. If applicable, describe any changes or enhancements the school has made based on findings from audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, gifted and talented students, or Multilingual Learners.

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School Comments: According to the IDEA Annual Determination for FFY 2022 we have made significant improvements. Our determination summary is at 89.47% meets requirements. We worked diligently to improve our compliance and result indicators. We will continue to push forward and achieve "Meets Requirements". We have strengthened our MTSS supports and our MTSS team meets every two weeks to look over data for student progress and/or students "at risk" to be sure our students are making progress academically and are receiving service and supports.

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11. Describe any changes or enhancements to the process by which at-risk students, students with disabilities and gifted and talented students are identified and the evidence that the school was able to provide the right resources and services for these students.

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School Comments:

First State Military Academy has made some enhancements regarding MTSS- at risk students and special education identification. Our at-risk students are monitored by staff using STAR testing, class progress and grades. If we find a student that needs more assistance we have the ability to provide additional staff to join classes to support these students. If struggling continues it is brought up to the MTSS team to review. If at this time they believe this student needs more support the referral will go to our special education coordinator to review and parent contact to communicate the process if the parent wishes to proceed this route. Procedural Safeguards booklets are provided to parents to educate them on their rights of the law.

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First State Military Academy ensures that the right resources and services are provided for each student.

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12. Describe any changes or enhancements to the process by which Multilingual Learners are identified and the evidence that the school was able to provide the right resources and services for these students.

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School Comments:

FSMA has had no changes to the process in which multilingual learners are identified. All new students to FSMA receive the Home Language Survey which is completed during the new student meeting. Identified students receive extra support from Paraeducators during classes and teachers are given resources to further assist MLL students.

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### 3.4 GOVERNANCE AND REPORTING REQUIREMENTS

13. Describe how the board has provided oversight in the areas of academics, finance, and operations, including legal compliance.

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School Comments:

The FSMA meets monthly to review financials/web reports, academic reports, and operational issues as presented by the Principal and other leadership (as needed) of the school. Financial oversight also includes members of the Board's Executive Committee (Board Chair and Treasurer) meeting every other month during the CBOC meetings to review in greater detail the budget of the school and P-Card statements. FSMA has never been sued and faces no outstanding legal complaints or issues. The school conducts annual audits with third parties with no issues presented.

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14. Discuss board-related success and challenges during school year 2023-24. Areas you may want to consider as appropriate include:

- Membership and recruitment
- New member induction and ongoing governance training
- Meeting attendance
- Board self-evaluation
- Progress on particular board-level projects

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School Comments:

Board recruitment and retention meets internal and legal requirements with one parent and one teacher representative seated as a board member participating since inception. Board has maintained membership as detailed in by-laws not dropping below seven members at any time since inception.

Board has met all required Board Finance and Governance training.

Board has met CBI requirements.

Board continues to identify various physical facilities that need repair and/or expansion to meet our current cadet population as well as the expansion of after school sports and extracurricular programs.

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15. Describe the process used by the board to evaluate school leadership.

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School Comments:

The Board's approach has been consistent and straightforward with the senior leadership of the school. The Principal, Mr. Blair Newman, and the Commandant Col. Robert Wallace, have different aspects of the operations of the school, but through their direction, management, and implementation, the vision of the school is achieved.

Aspects under constant review are enrollment, our fiscal health, academics, the Marine Instructors, school climate and culture, teacher retention, and engagement of our parents and community at large.

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16. Describe the school's process for success planning including identification, development, and retention of school leaders.

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School Comments:

The Board remains committed to preserving the culture of FSMA as originally envisioned ten years ago when the school was founded. The school is looking for a leader who not only understands the culture and what a Marine JROTC Academy is and how it functions, but to endorse this model of education. FSMA does not look for someone to bring the news techniques in management or modeling, but to strengthen our school, which of course narrows applicants.

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Therefore, based upon the above, the Board looks at school leadership routinely seeking their opinions and review of staff that may be able to advance into different positions within the school. However, succession planning for anyone other than the Principal or Commandant of the school remain the complete domain of the school

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17. Share how the board supports the school. Speak to the board's involvement in events, operations, and fundraising activities.

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**School Comments:**

The Board attends various events to include sporting events, drill meets, Open Houses, induction day, the Marine Corp Ball, and graduation.

The Board has 100% giving for this calendar year.

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### **3.5 STUDENTS AND SCHOOL ENVIRONMENT**

18. Describe how the school solicits feedback from parents and students regarding satisfaction with the school. Provide summary data and reflect on the feedback. How does the school use this information to inform ongoing school improvement?

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#### School Comments:

FSMA solicits feedback from parents in many different ways. FSMA sends out an annual school climate survey to parents, students, and staff that is provided by the Delaware Department of Education in conjunction with the University of Delaware. Through the data collected in this survey, the leadership team along with a committee of teachers analyzes the data to determine the areas of improvement and growth that need to happen at FSMA. During the 2023-2024 school year, FSMA implemented quarterly parent council meetings. In addition, FSMA started a "Parent University" once a month both virtually and in-person, in order to educate parents on how to support students through our LMS, internet filtering and monitoring, and other programs that are used by students every day. The goal of Parent University is to open communication and solicit parent help with providing the skills and knowledge students need to succeed at FSMA and beyond.

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### 3.6 TEACHER RETENTION

Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teacher staff?

Note: Complete the table below.

SCHOOL YEAR	PERCENT OF TEACHERS RETAINED	NUMBER OF TEACHERS RETAINED	NUMBER OF TEACHERS ELIGIBLE
2023-24	100%	29	29

19. Explain successes or challenges of implementing the school's teacher retention plan.

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School Comments:

FSMA has increased the salary scale to be competitive with those districts in close proximity. FSMA has increased the autonomy of our teachers by giving them a voice in making school level decisions and creating various committees to work together on school issues, policies, and procedures. FSMA has supported teachers with the necessary resources, training, and development needed to be successful using the New Tech Network model of project based learning. FSMA has worked extremely hard to increase the staff culture during the 2023-2024 school year which led to the retention of all teachers. Some of the challenges FSMA has faced in retaining teachers is that with so many educational opportunities within the state, it is a teachers market and we are losing some to higher paying positions while others have left education in search of other professions.

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20. Describe how the school's professional development plans have evolved to support teachers and leadership.

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### School Comments:

Since 2019, FSMA has made significant strides in enhancing our Professional Development (PD) plans to better support the growth of both teachers and leadership. As part of our collaboration with the New Tech Network (NTN), our leadership team regularly engages with a school success coach. This partnership allows us to review and reflect on the school success framework, evaluate our Project-Based Learning (PBL) curriculum implementation, and assess the PD support provided by NTN.

Additionally, we have prioritized professional learning experiences by sending groups of teachers to the annual NTN National Conference each summer. In 2022, FSMA became a member of Cohort 1 in the Comprehensive Induction Program (CIP) pilot, aimed at redesigning our mentorship program. This new initiative is aligned with the goals of DTGSS and designed to support FSMA's unique teaching strategies and culture. Importantly, it emphasizes the necessity for ongoing support beyond the initial four-year mentorship period to enhance teacher retention.

We now offer monthly after-school PD sessions focused on best practices and the DTGSS framework. Attendance is mandatory for teachers in their first two years but open to all staff to foster a culture of continuous professional growth. Furthermore, we have established formalized Professional Learning Communities (PLCs) by requiring monthly meetings among teachers, assigned specific discussion topics, and providing minutes to the administrative team. This encourages accountability and facilitates the tracking of concerns and requests.

In previous years, discussions regarding curriculum, best practices, and classroom management were largely informal. Our new approach ensures structured collaboration by incorporating essential activities within our PD/PLC calendar, allowing for collaborative lesson plan feedback, culminating product reviews, and classroom observations. This shift alleviates the logistical burden on teachers and guarantees that all educators participate meaningfully in these professional activities.

Lastly, we allocate dedicated PD time for content-specific topics, including ELA text alignment, Illustrative Math training, and Next Generation Science Standards. These enhancements reflect our commitment to fostering a professional development framework that is responsive, collaborative, and aligned with the needs of our educators and students.

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### 21. Describe how the school's completion of educator evaluations has evolved.

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School Comments:

Over the course of the past year, FSMA has utilized DTGSS as its system for evaluating teachers. FSMA was one of the first schools in Delaware to pilot the new educator evaluation system many years ago. For school year 2023-2024, FSMA completed all teacher evaluations (and post-observation meetings) to include the year end summative.

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#### IV. FINANCIAL PERFORMANCE

The Financial Performance Framework is a reporting tool that provides the Department of Education with the necessary data to assess the financial health and viability of charter schools in its portfolio for the purposes of an annual review. The framework summarizes a charter school's financial health while taking into account the school's financial trends over a period of three years.

##### 4.1 FINANCIAL PERFORMANCE FRAMEWORK

##### SUMMARY AND OVERALL RATINGS

	Cur ren t Rati o (Wo rkin g Capi tal Rati o)	De bt to As se t Ra tio	Da ys Ca sh	Deb t Ser vice Pay me nts / Loa n Cov ena nts	Ag gr eg at ed Th re - Ye ar To tal Mar gin	Ca sh Flo w	D eb t Ser vi ce Cov er age R ati o	En roll me nt Var ian ce	Stud ent Ret enti on	Fin anc ial Ma na ge ment & Ov ers igh t	
YEAR	1a	1b	1c	1d	2a	2b	2c	2d	3	4	OVERALL RATING
2023-24	M	F	M	A	F	F	M	A	N/A	M	Approachin g Standard

M: Meets Standard  
AS: Approaching Standard  
F: Far Below Standard

## 4.2 FINANCIAL PERFORMANCE EXPECTATIONS

### PERFORMANCE AGREEMENT

**By September 30, 2028, our expectation is to achieve an overall rating of “Meets,” as measured by the Financial Performance Framework. Each year, we will be back on track to demonstrate performance aligned with those expectations. This progress will be monitored through our annual performance review.**

22. Using the results contained in the Financial Performance Framework, describe the school’s financial performance during school year 2023-24. (This section is for the school to address any overall rating where the school has not met standard. The school will be able to address individual metrics in the sections below).

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School Comments:

First State Military Academy

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23. Identify changes to financial practices that the school has implemented to improve the school's financial outcomes.

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School Comments:

Over the past year since change in school leadership, First State Military Academy has made several changes to the financial practices to improve the school's financial outcome. First, FSMA brought accounting into the building by hiring a full-time financial assistant to process payments and correctly code transactions. In past years, coding and expenditures have been inconsistent on the schools budget which has led to percentages being in excess of or far below budget. To help correct this issue, FSMA has hired a contractual employee (retired supervisor of finance from Red Clay) to work on the schools budget, help correct the coding issue, and to train our new financial assistant (which is continuing to happen). FSMA has also created and implemented new internal controls. This includes purchase orders, vouchers, payments, PCard usage, and compensation. All staff are now aware of the process and policy when placing orders.

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24. Address any measure(s) where the school did not meet the standard (if applicable).

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School Comments:

In looking at FSMA's financial framework, there are five areas in which fall below standard. First, FSMA earned a below standard rating on measure 1a, debt to asset ratio. For measure 1d as it relates to default, loan covenants, & debt service payments. FSMA secured construction loans through the USDA to purchase and renovate the school. Part of the loan requirements are to set up two Escrow accounts. The board of directors at FSMA have begun to contribute monthly payments to fulfill that requirement. For measure 2a, Aggregated total margin, we are below standard as we continue to invest cash into the school and students. FSMA will be cautious on how we spend money during the FY25 school year. For 2b, our cash flow has declined as we have invested money into our school and students. While we still meet days cash, we find it important to continuous improve and invest into our organization. In area 2d, enrollment variance, FSMA has applied for a minor

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modification for FY25 based on the current facility restrictions. The new approved enrollment is 452.

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25. Describe how the schools developed and implemented a corrective action plan in response to audit findings (if applicable).

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School Comments:

Not applicable

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## V. INNOVATIVE PRACTICES

26. Describe effective systems, structures, and/or processes that have led to significant school improvement that could be replicated at other schools. Please include the data that supports the success of these practices. Areas you may want to consider, as appropriate:

- Leadership
- Professional Learning
- Instructional Transformation
- Equity
- Culture and Climate Shift
- Collaboration/Partnerships

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### School Comments:

FSMA is a full time MCJROTC program for students grades 9-12 for the entire State of Delaware. This program focuses on development of leadership, character, and citizenship to provide the students at FSMA with an educational experience that develops the intellectual, physical, and emotional growth of each student through the cultivation of an environment that rewards honesty, integrity, teamwork, and commitment. Along with providing students with strong academics and preparing them for post-secondary life, the MCJROTC program focuses on developing the whole individual. FSMA is also the only school in Delaware who has adopted and implemented NewTech Network and full-time Project Based Learning. Through the utilizations of project based learning, students are developing 21st century skills as well as becoming the managers of their own learning process. FSMA is creating the leaders of tomorrow.

FSMA has always believed in the philosophy of culture over content. While FSMA strives to create rigorous academics and high standardized test scores, FSMA believes in creating a strong inclusive culture that empowers students through military discipline, citizenship, the application of strong moral values.

During the 2023-2024 school year, FSMA has worked extremely hard at the culture and climate of our staff. Through new initiatives, practice, and policies, FSMA strives to make sure that our teachers are valued, heard, and cared for.



**VI. ANNUAL REPORT CERTIFICATION STATEMENT**

<b>Name of School:</b>	First State Military Academy
<b>Location:</b>	Clayton, Delaware

I hereby certify that the information submitted in this annual report of a charter school is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Directors.

  
Signature: Chairperson of Board of Directors (or designated signatory authority)

*17 DEC 2024*  
Date

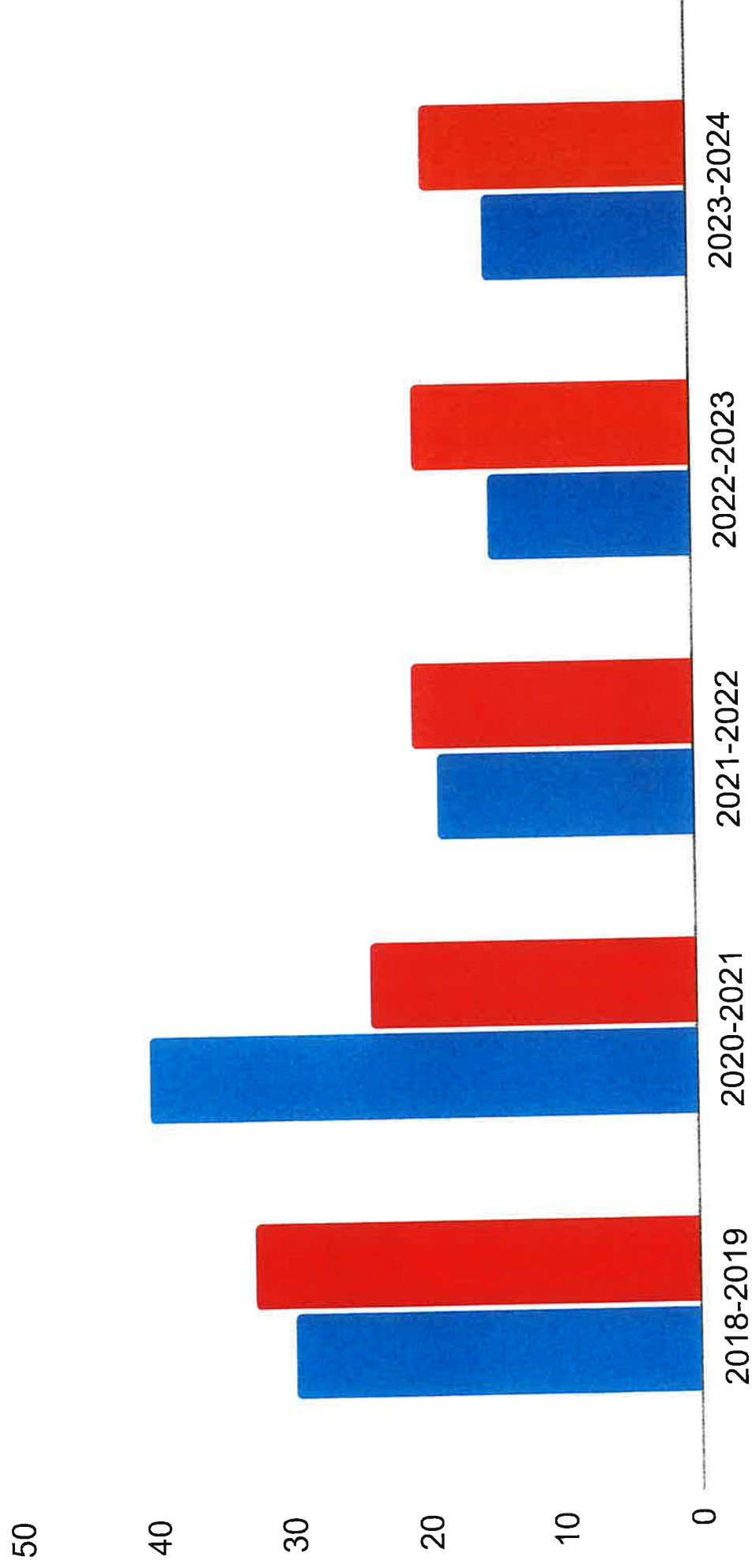
Print/Type Name:	Scott Kidner
Title (if designated):	Chairman of the Board
Date of approval by board of directors:	<i>17 DEC 2024</i>





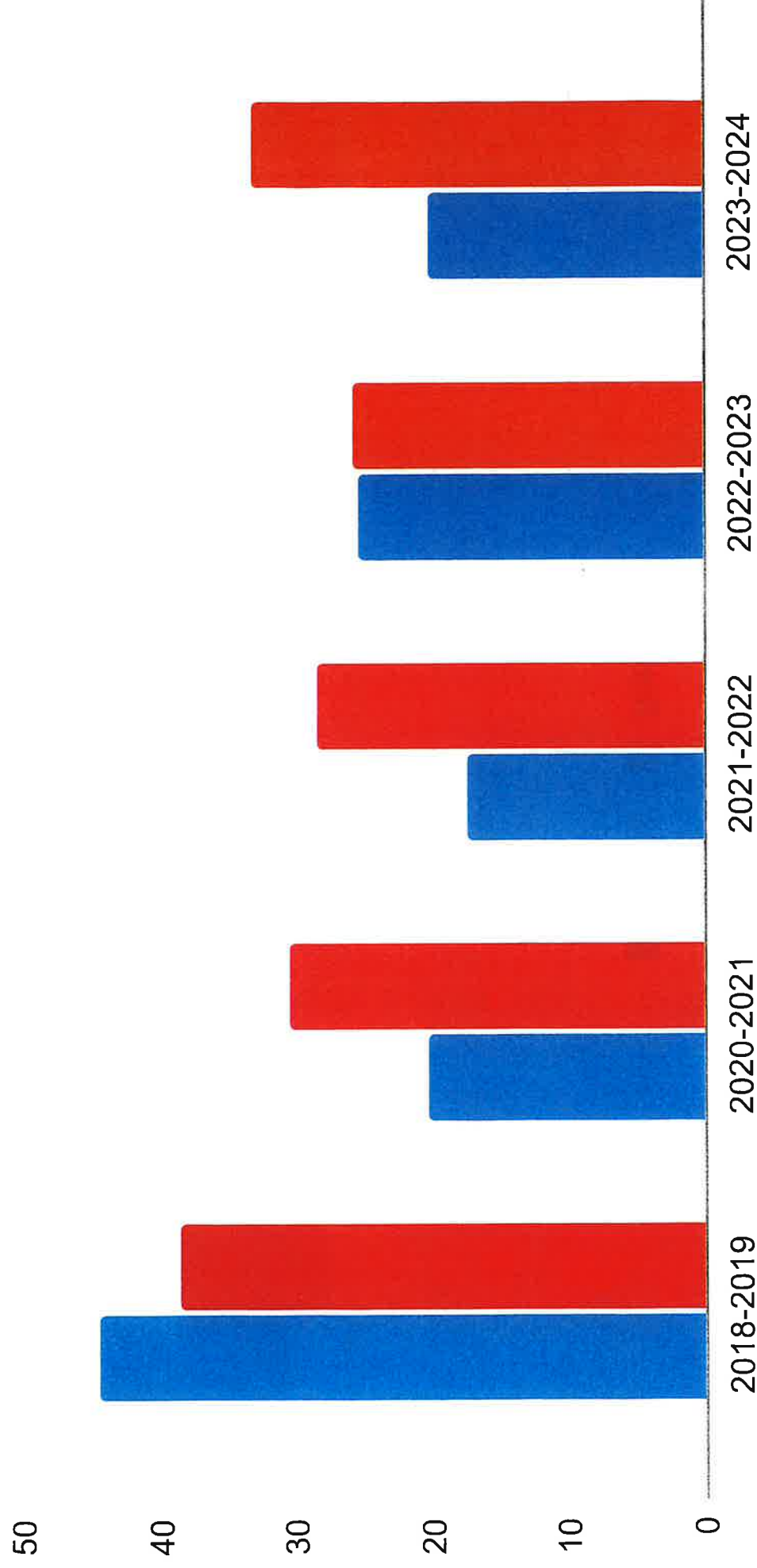
# DeSSA Sci Proficiency

FSMA State



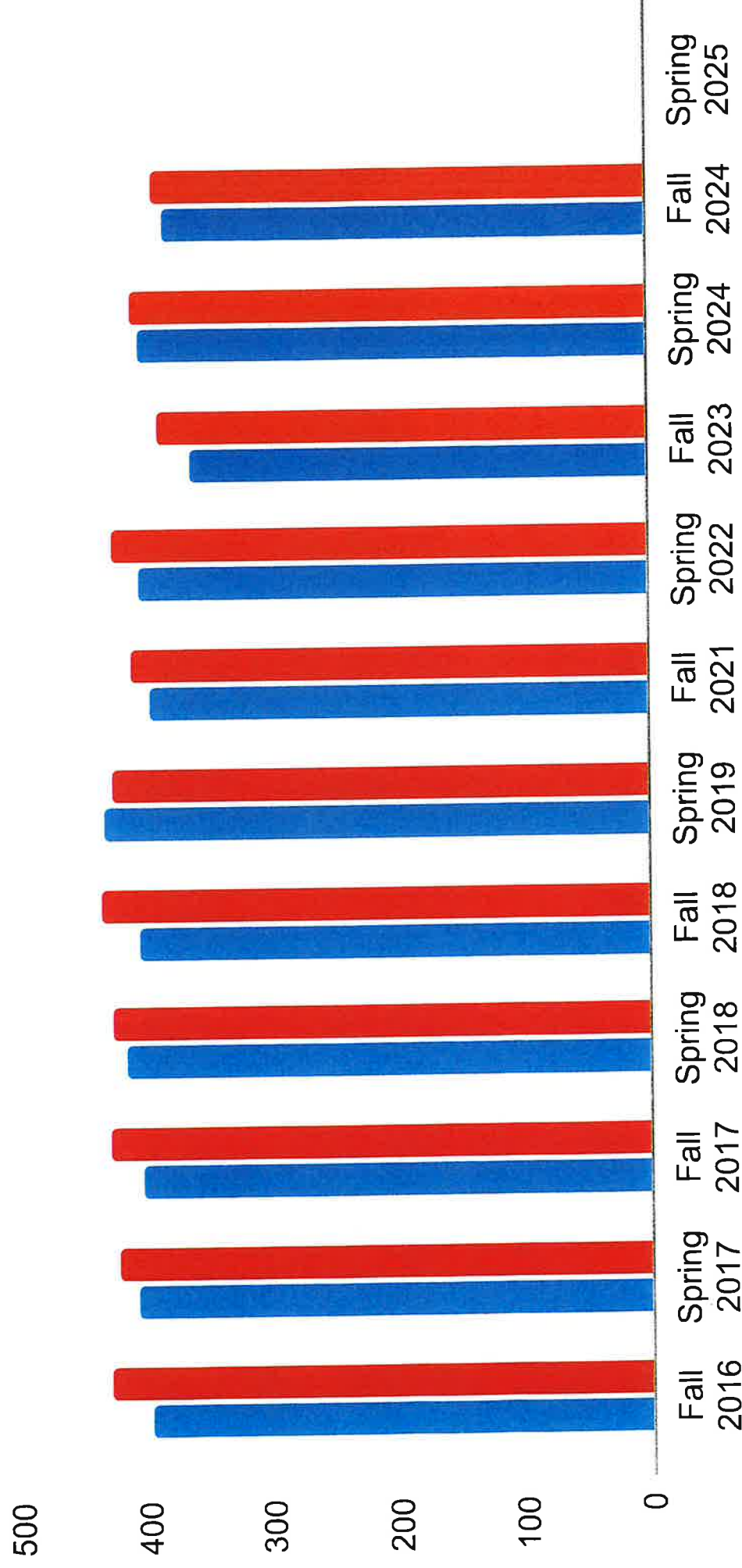
# DeSSA SOC Proficiency

FSMA State



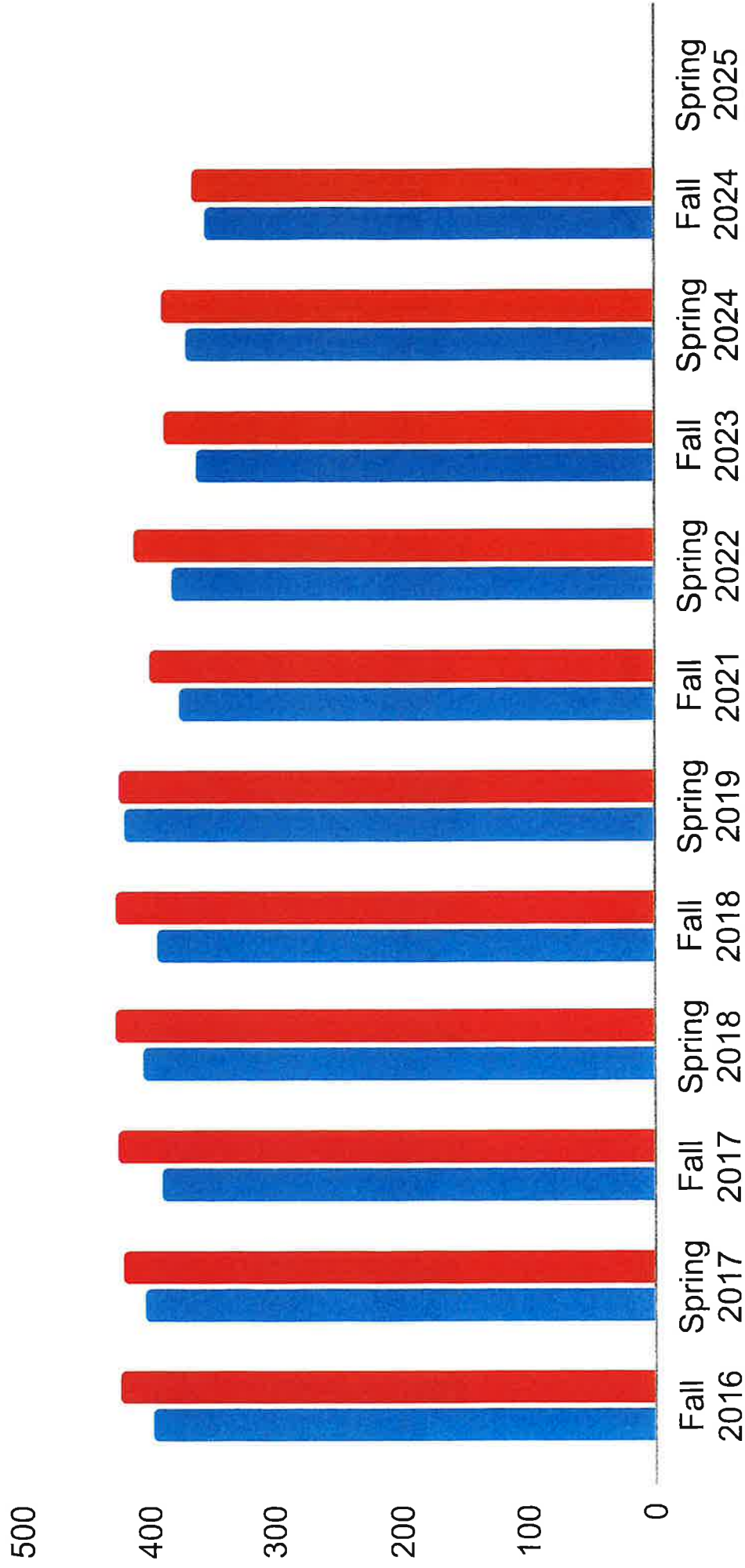
# PSAT 9 ELA Mean Scores

FSMA State



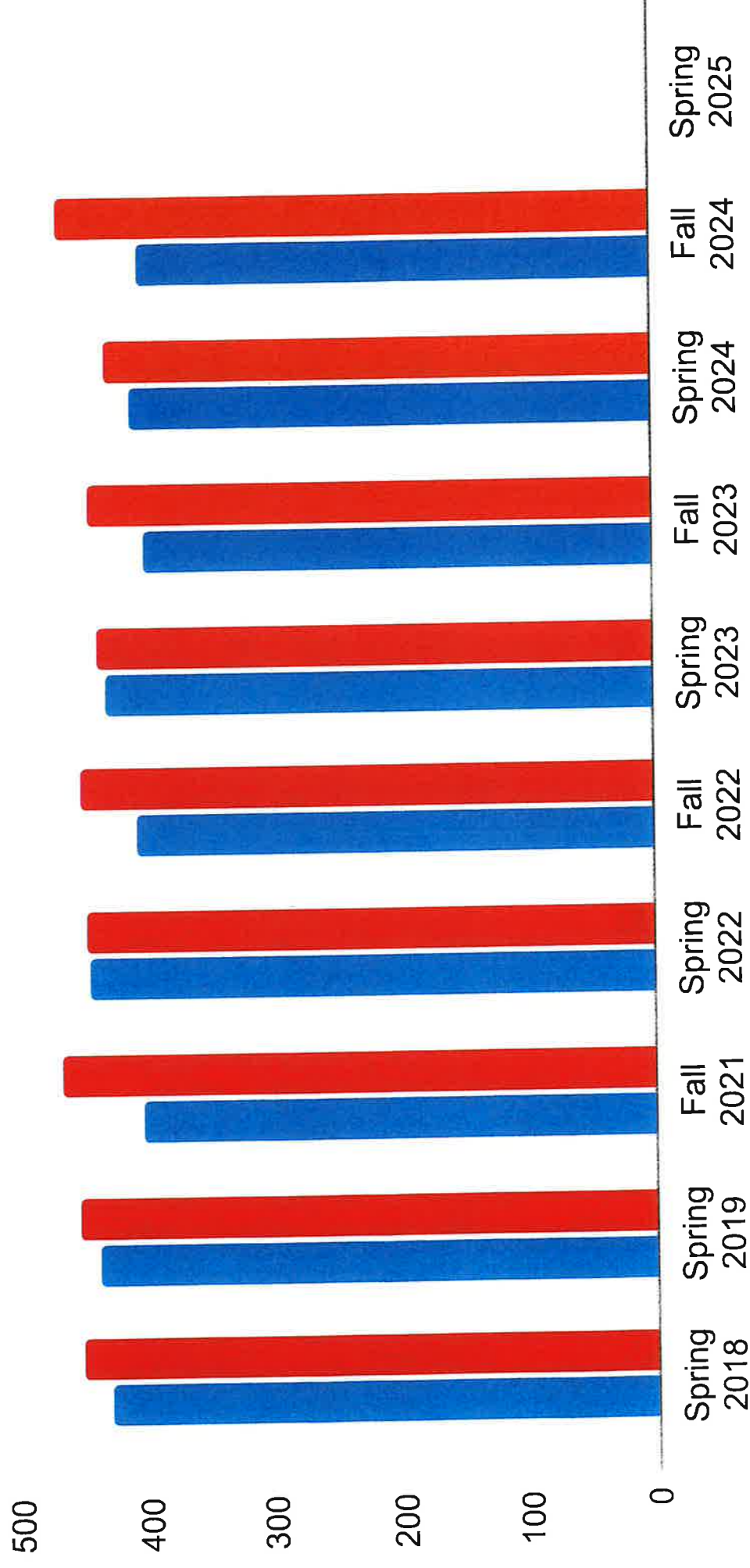
# PSAT 9 Math Mean Scores

FSMA State



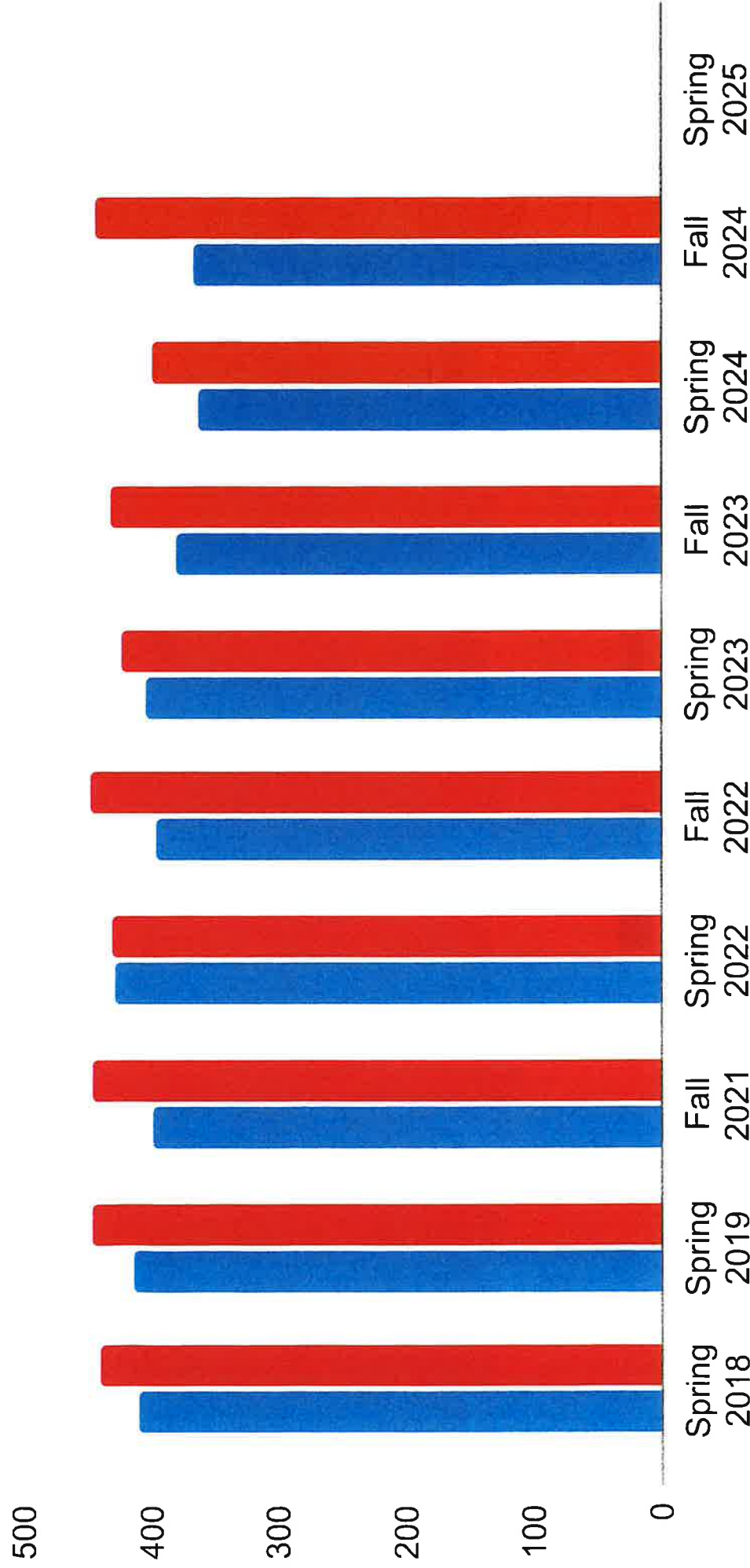
# PSAT 10 ELA Mean Scores

FSMA State



# PSAT 10 Math Mean Scores

FSMA State

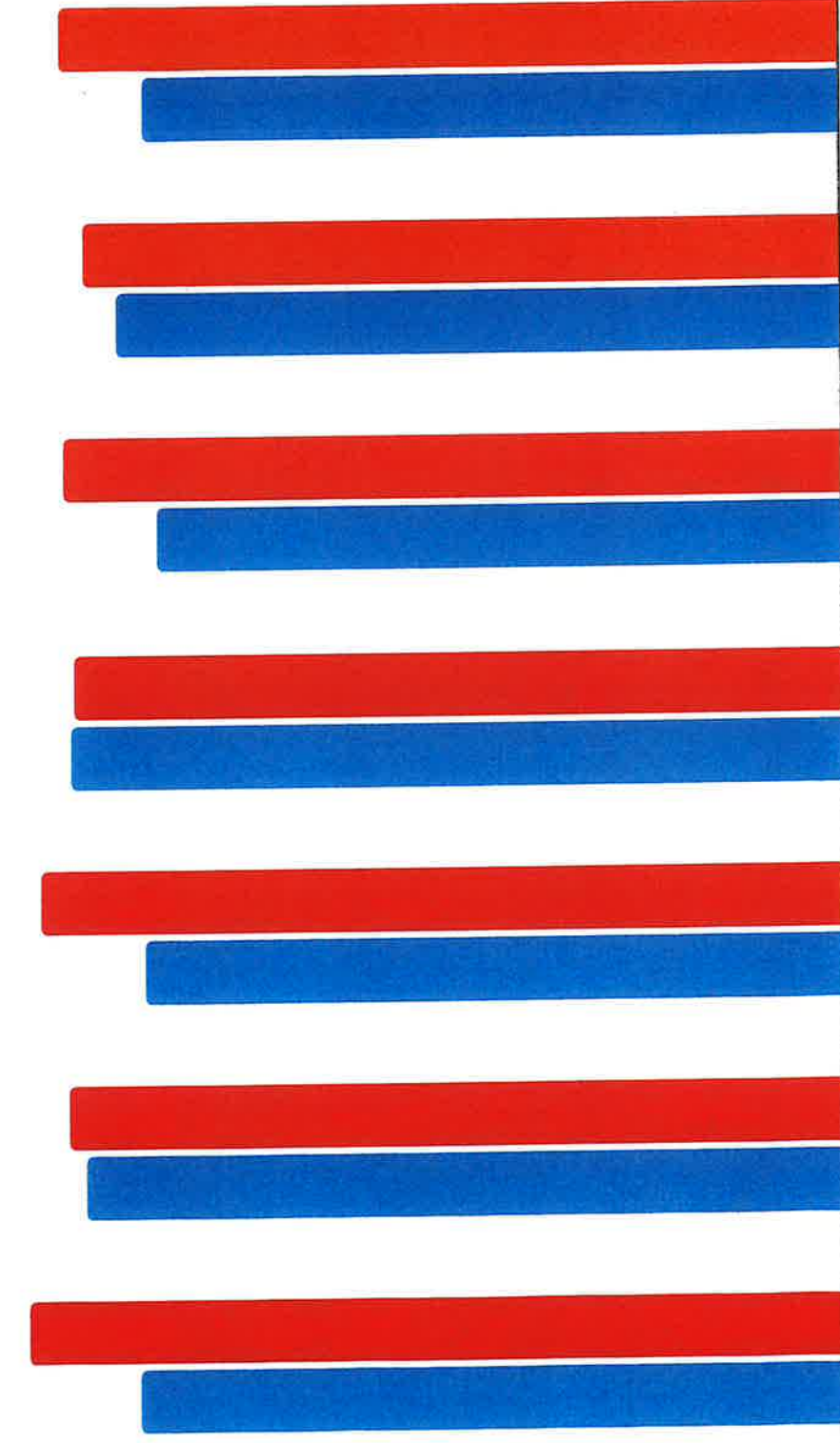




# PSAT 11 ELA Mean Scores

FSMA State

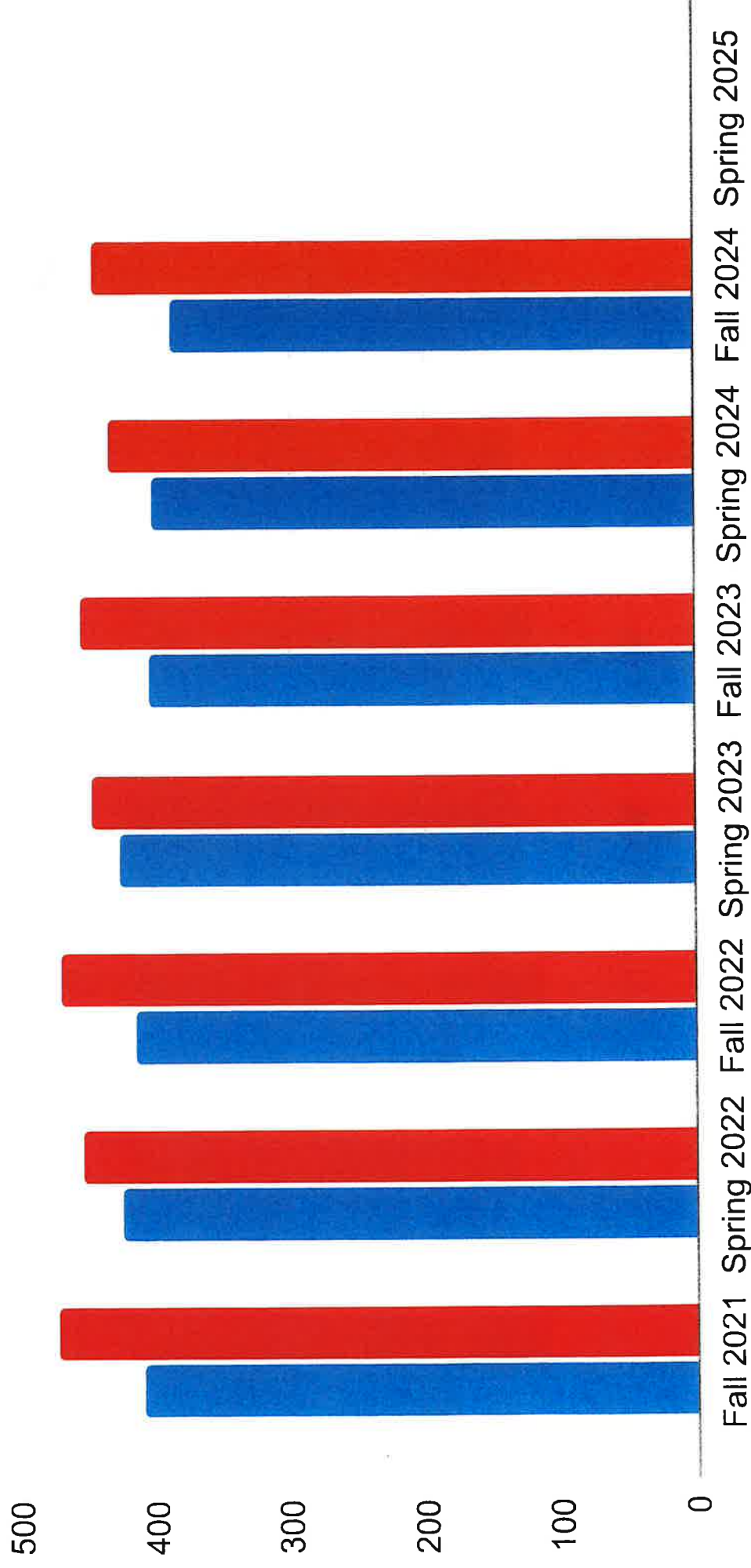
500  
400  
300  
200  
100  
0



Fall 2021 Spring 2022 Fall 2022 Spring 2023 Fall 2023 Spring 2024 Fall 2024 Spring 2025

# PSAT 11 Math Mean Scores

FSMA State





## Enrichment



### No More Advisory!

This is a structured instructional period. It is a pass/fail 0.25 credit class.



### Lessons/Activities

Enrichment teachers will present a short lesson. Students will then complete an activity before the end of the week.



### Other Uses

Sports; MTSS; Help from teachers; PBL; Driver's Ed; Health; Chorus

## Teacher/Student Roles

### Teacher Roles

- Deliver one short lesson at the beginning of the week (with slides and/or instructions provided to you)
- Assign grade in Echo: Did they complete the activity in full?
- Check MTSS Exact Path grade and update Echo accordingly

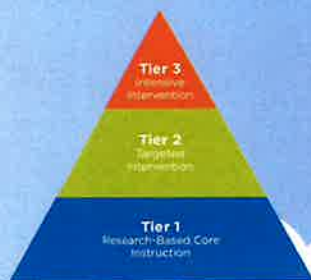
### Student Roles

- Follow along with & participate in each weekly lesson
- Complete and submit activity into Echo Enrichment course by the end of the week
- Review slides/instructions in Echo when absent to complete the activity for the week

## MTSS Students

### Tier 2 and Tier 3 Students

MTSS supports take priority. These students MUST receive their supports regardless of where they are during Enrichment.



## Examples of Enrichment Topics:

- At Policy
- Gradebook Reflections
- Social/Emotional Activities
- Test Prep
- Grade Level Specific Activities



## Start, Stop, Continue

[Click Here to See Practice Card](#)

Within your groups, write ONE IDEA per sticky note. Then put it on your poster in the appropriate column.

1. What are things we want our cadets to **START** doing?
2. What are things we want our cadets to **STOP** doing?
3. What are things we want to **REINFORCE** that our cadets are already doing?

FIRST STATE  
MILITARY ACADEMY

# MTSS PLAN





## INTRODUCTION

DE-MTSS is a framework designed to meet the whole child, both academically and non-academically. By using data, instruction, and tiered intervention school-wide, student outcomes are maximized.

At FSMA, our daily Enrichment period is used as a school-wide opportunity for cadets to develop and work toward their goals. Students determined to need Tier 2 support will be given dedicated time in Enrichment to work on their targeted program. Cadets needing Tier 3 support can be pulled out for individualized, small group instruction without missing valuable content time.



## DATA SOURCES

Data used to determine tiers of support:

- Star test data (Reading and Math assessment)
  - collected three times a year
- Baseline data (SEL assessment)
  - collected three times a year
- P/SAT data
  - collected twice a year
- School Wide Learning Outcomes data (classroom performance)
  - collected as needed
- Teacher Input Surveys
  - For students flagged by the Team as a candidate for Tier 3, teachers will be asked to complete an input form to help determine individualized supports.



## MTSS TEAM MEETINGS



### MTSS KICK OFF MEETING

9/15/23 - The team will meet to go over data collected from Fall Star and Base assessments and determine thresholds for tiers and create tier 2 rosters



### BI-WEEKLY TEAM MEETINGS

Every two weeks the MTSS team will meet during our Enrichment period to assess student data and placement. Individual plans will be created for Tier 3 students.



### QUARTERLY REVIEW

The team will meet once a marking period to assess the program as a whole to determine overall success and any adjustments or changes that need to be made to best support the cadets.

## BI-WEEKLY MEETING PROCESS

**ANALYZE ALL DATA POINTS AND DETERMINE LIST OF STUDENTS TO EXAMINE FOR TIER THREE INTERVENTIONS**

**GO THROUGH THE FOLLOWING FOUR STEPS FOR EACH INDIVIDUAL**

**IDENTIFY THE ISSUE OF CONCERN, COLLECT BASELINE DATA, AND DEVELOP GOALS**

**SEARCH THE INTERNET, BOOKS, AND PRIMARY RESOURCES FOR INTERVENTIONS**

**CONSIDER THE BENEFITS AND DISADVANTAGES OF INTERVENTION OPTIONS**

**SELECT AN APPROPRIATE EVIDENCE-BASED INTERVENTION**

**GO THROUGH THE FOLLOWING FOUR STEPS FOR EACH INDIVIDUAL**

**CONSIDER THE BENEFITS AND DISADVANTAGES OF INTERVENTION OPTIONS**

**SELECT AN APPROPRIATE EVIDENCE-BASED INTERVENTION**

**GO THROUGH THE FOLLOWING FOUR STEPS FOR EACH INDIVIDUAL**

**CONSIDER THE BENEFITS AND DISADVANTAGES OF INTERVENTION OPTIONS**

**SELECT AN APPROPRIATE EVIDENCE-BASED INTERVENTION**

## Surveys!

The MTSS team will be sending teacher input surveys to help determine Tier placement. Here is what they will look like:

- [Tier 2 Teacher Input Survey](#)
- [Tier 3 Teacher Input Survey](#)

Speaking of the MTSS Team... [do you want to join it?](#)

- Currently, the team includes
  - Katie Kubota
  - Jaime Wetherby
  - Jessi Carlisle
  - Jennifer Tuppeny

