Maritime Academy CS

Schoolwide Plan

07/01/2019 - 06/30/2020
Charter School Profile

Demographics

2275 Bridge Street
Philadelphia, PA 19137-
215-535-4555

Federal Accountability Designation: none
Schoolwide Status: Yes
CEO: Eugene Mattioni
Date of Local Chartering School Board/PDE Approval: 6/15/2018
Length of Charter: 5 Years
Opening Date: 9/9/2002
Grade Level: 1 to 12
Hours of Operation: 8:45AM - 3:45PM
Percentage of Certified Staff: 91.60 %
Total Instructional Staff: 55
Student/Teacher Ratio: 16:1
Student Waiting List: 555
Attendance Rate/Percentage: 92.00 %
Enrollment: 850
Per Pupil Subsidy: 13139
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 78.30 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 127

Student Profile

<table>
<thead>
<tr>
<th>Group</th>
<th>Student Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>3.00</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>43.00</td>
</tr>
<tr>
<td>Black (Non-Hispanic)</td>
<td>196.00</td>
</tr>
<tr>
<td>Hispanic</td>
<td>195.00</td>
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<tr>
<td>White (Non-Hispanic)</td>
<td>305.00</td>
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<tr>
<td>Multicultural</td>
<td>89.00</td>
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</tbody>
</table>

Instructional Days and Hours

<table>
<thead>
<tr>
<th>Number Of</th>
<th>K (AM)</th>
<th>K (PM)</th>
<th>K (FT)</th>
<th>Elementary</th>
<th>Middle</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Planning Process

When, where and with whom will you meet?

The planning team has met regularly to plan the growth of the school and insure fidelity to the school's mission. The planning team for the charter plan meets at least monthly to set goals for the next 3 to 6 years.

Our school is constantly implementing previous plans and reviewing the impact of those plans through collection of evidence and analysis of data. As the data are collected, analyzed and presented for discussion by the planning team members, we set new goals and develop new plans to meet those goals. This is an ongoing process at the school, so the momentum driving this particular round of planning process will continue after the plan is implemented. Each year, we undertake a comprehensive review of the school as well, as part of our Annual Report development process in the summer.

The CEO is ultimately responsible for the development and implementation of the plan. He is also responsible for gathering and incorporating feedback from the teaching staff, parents and community members and partners. The CEO oversees the development of goals and the collection of evidence on the goals' implementation. The high school principal, Lucy Feria, oversees the plan's development and implementation in the high school. Mr. Saunders, Principal of the Middle School, oversees the goals development and plan implementation in the middle school. The technology aspects of the plan are managed by Mr. Ithier, who oversees technology and PIMS reporting at the school. Community relations aspects of the plan are the responsibility of Stephen Hewitt, Assistant Principal of the Middle School and Director of the school's 21st Century CLC program.

### Mission Statement

Maritime Academy Charter School (MACS) provides students in grades K through 12 (2 to 12 in 2017-18) a rigorous academic program with the special theme of maritime studies. MACS students work with the latest technology to learn maritime content such as nautical science and maritime business, while achieving to high standards in English, Mathematics, Science, Social Studies and the Arts.
**Vision Statement**

The Maritime Academy Charter High School (MACS) is a chartered public school, located between the Schuylkill and Delaware Rivers in the great maritime city of Philadelphia. The school takes advantage of the flexibility of its charter status and the tremendous resources in the city to expose students to careers and branches of study related to intermodal transportation. Students learn through hands-on projects, interdisciplinary classrooms and computer-supported curricula in an atmosphere where every member of the school community is focused on supporting learning. The school community pursues the following principles to ensure a positive learning environment for all:

- Shared responsibility and accountability;
- Leadership and character development;
- Encouragement and accommodation of diversity; and
- Integrated learning opportunities for students.

In order to keep classes and school size small and attention focused on the goals of each individual student, MACS is divided into two smaller administrative units— a lower school of grades K-8 (grades 2-8 in 2018-19 expanding to K-8 in 2020-21), and a high school of grades 9-12. Each small learning community utilizes proven strategies and curricula to provide urban youth the support needed to accelerate their learning and mastery of the Pennsylvania Academic Standards in all areas. Students' goals and progress are organized, documented and assessed using an individual learning plan, developed jointly with parents and teachers. The learning plan begins with a baseline assessment at the student’s entry to the school, and focuses on achieving the School’s rigorous standards.

MACS uses advanced computing technology where possible to connect students with the latest educational tools to develop students’ skills in: using technology in the workplace, using computers for learning, using computers for research, using maritime-specific technologies for navigation, communication, and developing and marketing their ideas. This is accomplished by working closely with education partners and community partners and drawing on their expertise in the area of using computers for learning and for work. The School’s ultimate goal is to have all students possess the knowledge and skills to lead productive, successful lives after high school, and possess the attitudes and habits necessary to be fully engaged contributors to their communities.

**Shared Values**

At MACS, we believe that all students can learn and achieve to high academic standards, given high quality learning tools and curricula, sufficient time to master essential knowledge and skills at the
appropriate grade levels, and support and accommodations needed to tailor their learning opportunities to their particular needs, abilities and disabilities.

**Educational Community**

Philadelphia is a great industrial city, with a long history of friendliness to visitors, entrepreneurial innovation, scientific and technological exploration, excellence in education, and aquatic and maritime achievements. Philadelphia’s reputation as a beacon for freedom, liberty, ample natural resources and production on a world-class scale attracted a huge number of people to this area of the lower Delaware. The rise of American industry built the Philadelphia region into a powerhouse, but the decline of American factory production led to a decline in jobs and the local economy. This 50+ year decline of some aspects of Philadelphia’s economy have led to huge areas of the City that suffer from intense poverty, few job opportunities, and accompanying crime and drug problems. Many of Philadelphia’s impoverished citizens are young people- often with parents who have little education, and little understanding of how to move them ahead into a life that is less filled with struggle and violence. Maritime Charter is designed to assist Philadelphia’s young people with developing the skills they need to move out of poverty, and to become productive citizens who can bring more opportunities to more of Philadelphia’s citizens.

In Philadelphia, Maritime Charter is seen as a strong charter school with a clear focus on its mission. Our partnerships with community resources in the maritime sphere—e.g., Independence Seaport Museum, Philadelphia Waterborne, Ports of Philadelphia Maritime Society, Maritime Exchange for the Delaware River and Bay, United States Coast Guard, SUNY Maritime College, Massachusetts Maritime College, US Merchant Marine Academy, and the Maritime Business Community—enable us to provide opportunities for our students to gain experience in the real world of work in maritime fields before they graduate. The school is viewed very positively by parents, over 95% of whom have said they would recommend the school to a friend for their children. The school has consistently had a waiting list of students who are seeking spots at the school, but cannot access them due to enrollment caps.

**Board of Trustees**

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Address</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Brennan</td>
<td>Member</td>
<td>1 Saville Avenue, Eddystone, PA 19022</td>
<td>610-499-3000</td>
<td><a href="mailto:jbrennan@pennterminals.com">jbrennan@pennterminals.com</a></td>
</tr>
<tr>
<td>Louis Cavaliere</td>
<td>Member</td>
<td>15 Paper Mill Road, Cherry Hill, NJ 08003</td>
<td>484-433-3478</td>
<td><a href="mailto:captainusn@comcast.net">captainusn@comcast.net</a></td>
</tr>
<tr>
<td>Scott Cointot</td>
<td>Board Chair</td>
<td>P.O. Box 369,</td>
<td>610-742-</td>
<td><a href="mailto:scott.cointot@verizon.net">scott.cointot@verizon.net</a></td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Address</td>
<td>Phone</td>
<td>Email</td>
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<tr>
<td>--------------------</td>
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<tr>
<td>Chester Heights</td>
<td></td>
<td>Chester Heights, PA 19017</td>
<td>0299</td>
<td></td>
</tr>
<tr>
<td>Robert Cook</td>
<td>Member</td>
<td>800 Columbus Blvd., Philadelphia, PA 19147</td>
<td>609-238-1701</td>
<td><a href="mailto:cptnrkc@aol.com">cptnrkc@aol.com</a></td>
</tr>
<tr>
<td>Minerva Cruz</td>
<td>Member</td>
<td>8501 State Road, Philadelphia PA 19136</td>
<td>267-250-7089</td>
<td><a href="mailto:Bestet527@aol.com">Bestet527@aol.com</a></td>
</tr>
<tr>
<td>Tummona Fisher</td>
<td>Member</td>
<td>3460 N. Delaware Ave., 2nd flr, Philadelphia, PA 19134</td>
<td>215-426-2600</td>
<td><a href="mailto:tfisher@philaport.com">tfisher@philaport.com</a></td>
</tr>
<tr>
<td>Lew Grill</td>
<td>Member</td>
<td>3311 Ben Hogan Lane, Billings, Montana 59106</td>
<td>406-248-2766 office 406-698-1781 cell</td>
<td><a href="mailto:lg@lewgrill.com">lg@lewgrill.com</a></td>
</tr>
<tr>
<td>Nathan Hauser</td>
<td>Member</td>
<td>1411 Admiral Peary Way, Philadelphia, PA 19112</td>
<td>215-755-4700</td>
<td><a href="mailto:nathan.hauser@morantug.com">nathan.hauser@morantug.com</a></td>
</tr>
<tr>
<td>Cynthia Hudson</td>
<td>Member</td>
<td>Ferry Terminal Bldg., Suite 300, 2 Aquarium Drive, Camden, NJ 08103</td>
<td>856-342-7500</td>
<td><a href="mailto:cynthia.hudson@hudsonanalytix.com">cynthia.hudson@hudsonanalytix.com</a></td>
</tr>
<tr>
<td>Michele Krajewski</td>
<td>Secretary</td>
<td>3654 Glenn St., Philadelphia, PA 19114</td>
<td>215-632-9179</td>
<td><a href="mailto:Michelemk219@yahoo.com">Michelemk219@yahoo.com</a></td>
</tr>
<tr>
<td>Eugene Mattioni</td>
<td>CEO</td>
<td>399 Market St., 2nd flr., Philadelphia, PA 19106</td>
<td>215-629-1600</td>
<td><a href="mailto:EMattioni@mattioni.com">EMattioni@mattioni.com</a></td>
</tr>
</tbody>
</table>
Michael Mattioni  
Member  
399 Market St., 2nd flr., Philadelphia, PA 19106  
215-629-1600  
mmattioni@mattioni.com

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sulzmarine@aol.com

Robert Vacchiano  
Member  
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610-667-8964  
r.vacchiano@comcast.net

Richard Venuti  
Member  
610 Pusey St., Chester, PA 19013  
610-874-2316  
richardvenuti@gmisinc.com

**Board of Trustees Professional Development**

All members of the Board are trained by experts in education law and policy on matters of governance including the Sunshine Law and the Public Officials Ethics Act. When additional expertise is needed for Board decision making, professional consultants familiar with the issues involved are engaged to work with the Board.

**Governance and Management**

The Board of Trustees of Maritime Academy Charter High School manages all of the budgetary issues of the school, sets the goals, approves curriculum, hires and fires employees, approves contracts and grants, and builds community partnerships for the school. The CEO is accountable to the Board for all school operations, managing the day to day operations of the school, including communicating with parents, recruiting students to enroll in the school, managing staff issues, setting achievement goals (interim and long term), ensuring high quality curriculum and learning technologies are available to all students, ensuring all IEPs are implemented in accordance with applicable laws, ensuring all students are educated in a safe, disciplined environment, and supervising the evaluation and performance feedback for all staff. The Board participates in school activities and makes frequent site visits, and conducts open, monthly meetings to review and approve staff reports on the school’s operations including financial expenditures and plans, curriculum reports, staff acquisitions and separations, student activities and issues, student achievements, staff performance reviews, fundraising efforts, student enrollment, textbook acquisitions, and acquisitions of furniture, fixtures and equipment. In addition, MACHS maintains a cooperative and collaborative relationship with the School District of Philadelphia, our chartering authority.
**Student Enrollment**

MACHS follows the application, admission and enrollment policy described in our charter renewal application of 2018. Our school is open for admission to students who are Philadelphia residents and who are eligible for enrollment in grades 2 to 12. Students are admitted without limitation to those with learning disabilities, from low-income families, of color, and with limited English proficiency. For those grades receiving eligible student applications in greater numbers than the number of slots available, a lottery is held, and students who are selected are invited to enroll. Siblings of previously enrolled students do not receive preference in the lottery. Students who are not selected for those slots are added to the school's waiting list in the order in which their name is drawn. Waiting list students’ families are contacted about openings in enrollments when other students leave during the year as soon as those openings are available. The students are selected from the waiting list in the order in which their names were drawn after enrollment was filled.

**Parent Communication**

Communications to parents regarding registration procedures, dates, and when applicable, a description of the lottery process.

*No files have been uploaded.*

**Registration Policy**

Registration Policy

*No file has been uploaded.*

**Intent to Enroll Form**

Intent to Enroll Form (English and all other languages)

*No file has been uploaded.*

**Student Enrollment History**

**Enrollment History—Part I**

<table>
<thead>
<tr>
<th>School Year</th>
<th>Number of Students at the Beginning of the School Year</th>
<th>Number of Students at the End of the School Year</th>
<th>Number of Students Expelled</th>
<th>Reasons Students Withdrew During the Year</th>
<th>Number of Students Retained</th>
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<tbody>
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<td>2017</td>
<td>826</td>
<td>819</td>
<td>0</td>
<td>parents moved; student(s) wanted a</td>
<td>11</td>
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Enrollment History — Part 2 — Enrollment by Grade by School Year

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<th>School Year</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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<td>2017</td>
<td>0</td>
<td>0</td>
<td>27</td>
<td>56</td>
<td>77</td>
<td>101</td>
<td>102</td>
<td>100</td>
<td>99</td>
<td>74</td>
<td>65</td>
<td>66</td>
<td>52</td>
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<tr>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>43</td>
<td>54</td>
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<td>105</td>
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<td>90</td>
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Stakeholder Involvement

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>Sarah Arnold</td>
<td>Business Representative</td>
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<tr>
<td>Kimberly Bonnani</td>
<td>Special Education Director/Specialist</td>
</tr>
<tr>
<td>Christine Coates</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Robert Cook</td>
<td>Board Member</td>
</tr>
<tr>
<td>Lucy Feria</td>
<td>Building Principal</td>
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<tr>
<td>Sharen Ferrigon</td>
<td>High School Teacher - Regular Education</td>
</tr>
<tr>
<td>Janiesa Fuller</td>
<td>Middle School Teacher - Regular Education</td>
</tr>
<tr>
<td>Lisa Garcia-Dolchanczyk</td>
<td>Parent</td>
</tr>
<tr>
<td>Una Gayot</td>
<td>Community Representative</td>
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<tr>
<td>Lauren Goldberg</td>
<td>Elementary School Teacher - Special Education</td>
</tr>
<tr>
<td>Michael Green</td>
<td>Academic Recovery Liaison</td>
</tr>
<tr>
<td>Nathan Hauser</td>
<td>Board Member</td>
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<tr>
<td>Steve Hewitt</td>
<td>Administrator</td>
</tr>
<tr>
<td>Jermaine Ithier</td>
<td>Ed Specialist - Instructional Technology</td>
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<tr>
<td>Michele Krajewski</td>
<td>Board Member</td>
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<tr>
<td>Phillip MacMurray</td>
<td>Middle School Teacher - Regular Education</td>
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<td>Eugene Mattioni</td>
<td>Administrator</td>
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<td>David Murphy</td>
<td>High School Teacher - Regular Education</td>
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<td>Nick Pagan</td>
<td>Community Representative</td>
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<tr>
<td>Anthony Salvetti</td>
<td>Elementary School Teacher - Regular Education</td>
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<td>Name</td>
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<tr>
<td>Peter Saunders</td>
<td>Building Principal</td>
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<tr>
<td>Alex Schuh</td>
<td>Business Representative</td>
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<td>Bob Vecchione</td>
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<tr>
<td>Nereyda Williams</td>
<td>Parent</td>
</tr>
<tr>
<td>Matt Wilson</td>
<td>Administrator</td>
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Core Foundations

Standards

*Mapping and Alignment*

**Elementary Education-Primary Level**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Mapping</th>
<th>Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>Developing</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Career Education and Work</td>
<td>Developing</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Civics and Government</td>
<td>Developing</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>PA Core Standards: English Language Arts</td>
<td>Developing</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</td>
<td>Developing</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>PA Core Standards: Mathematics</td>
<td>Developing</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Economics</td>
<td>Non Existent</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Environment and Ecology</td>
<td>Developing</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Family and Consumer Sciences</td>
<td>Developing</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Geography</td>
<td>Needs Improvement</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Health, Safety and Physical Education</td>
<td>Developing</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>History</td>
<td>Developing</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Science and Technology and Engineering Education</td>
<td>Needs Improvement</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Alternate Academic Content Standards for Math</td>
<td>Developing</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Alternate Academic Content Standards for Reading</td>
<td>Developing</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>American School Counselor Association for Students</td>
<td>Needs Improvement</td>
<td>Needs Improvement</td>
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<tr>
<td>Early Childhood Education: Infant-Toddler→Second Grade</td>
<td>Developing</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>English Language Proficiency</td>
<td>Developing</td>
<td>Needs Improvement</td>
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</table>
Interpersonal Skills | Developing | Needs Improvement
---|---|---
School Climate | Developing | Needs Improvement

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Our school is in the process of structuring the curriculum at all grade levels to ensure that the scope and sequence of all Chapter 4-specified subjects is identified and assigned to specific grade levels. The teachers and administrators are also working on identifying a full complement of curricular materials that are related to that content and appropriate to that grade level (in this case, 2nd grade). The teachers and administrators are working to align the topics taught at each grade level to the PA Academic Standards and state assessments in all areas.

Elementary Education-Intermediate Level

<table>
<thead>
<tr>
<th>Standards</th>
<th>Mapping</th>
<th>Alignment</th>
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</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>Developing</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Career Education and Work</td>
<td>Developing</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Civics and Government</td>
<td>Developing</td>
<td>Developing</td>
</tr>
<tr>
<td>PA Core Standards: English Language Arts</td>
<td>Accomplished</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</td>
<td>Accomplished</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>PA Core Standards: Mathematics</td>
<td>Accomplished</td>
<td>Needs Improvement</td>
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<tr>
<td>Economics</td>
<td>Developing</td>
<td>Developing</td>
</tr>
<tr>
<td>Environment and Ecology</td>
<td>Developing</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Family and Consumer Sciences</td>
<td>Non Existent</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Geography</td>
<td>Developing</td>
<td>Developing</td>
</tr>
<tr>
<td>Health, Safety and Physical Education</td>
<td>Developing</td>
<td>Developing</td>
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<tr>
<td>History</td>
<td>Accomplished</td>
<td>Developing</td>
</tr>
<tr>
<td>Science and Technology and Engineering Education</td>
<td>Accomplished</td>
<td>Developing</td>
</tr>
<tr>
<td>Alternate Academic Content Standards for Math</td>
<td>Accomplished</td>
<td>Developing</td>
</tr>
<tr>
<td>Alternate Academic Content Standards for Reading</td>
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<tr>
<td>American School Counselor Association for Students</td>
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<td>Needs Improvement</td>
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<tr>
<td>English Language Proficiency</td>
<td>Developing</td>
<td>Developing</td>
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<tr>
<td>Interpersonal Skills</td>
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<td>Developing</td>
</tr>
<tr>
<td>School Climate</td>
<td>Developing</td>
<td>Developing</td>
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</table>

Explanation for standard areas checked "Needs Improvement" or "Non Existent":
The school's teachers and administrators are currently engaged in a scope and sequence planning process across all grades and curricular areas, and in a curriculum mapping process that maps topics at each grade level to state assessments and state academic standards.

**Middle Level**

<table>
<thead>
<tr>
<th>Standards</th>
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<th>Alignment</th>
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<tr>
<td>Arts and Humanities</td>
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<td>Developing</td>
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<tr>
<td>Career Education and Work</td>
<td>Needs Improvement</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Civics and Government</td>
<td>Developing</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>PA Core Standards: English Language Arts</td>
<td>Needs Improvement</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</td>
<td>Needs Improvement</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>PA Core Standards: Mathematics</td>
<td>Needs Improvement</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Economics</td>
<td>Developing</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Environment and Ecology</td>
<td>Developing</td>
<td>Needs Improvement</td>
</tr>
<tr>
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<td>Needs Improvement</td>
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</tr>
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</tr>
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</tr>
<tr>
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</tr>
<tr>
<td>Alternate Academic Content Standards for Math</td>
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</tr>
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</tr>
<tr>
<td>American School Counselor Association for Students</td>
<td>Developing</td>
<td>Developing</td>
</tr>
<tr>
<td>English Language Proficiency</td>
<td>Needs Improvement</td>
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</tr>
<tr>
<td>Interpersonal Skills</td>
<td>Developing</td>
<td>Developing</td>
</tr>
<tr>
<td>School Climate</td>
<td>Developing</td>
<td>Developing</td>
</tr>
<tr>
<td>World Language</td>
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</tr>
</tbody>
</table>

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

The school's teachers and administrators are currently engaged in a scope and sequence planning process across all grades and curricular areas, and in a curriculum mapping process that maps topics at each grade level to state assessments and state academic standards.

**High School Level**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Mapping</th>
<th>Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pennsylvania Core Standards for Science and Math</td>
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<td>Needs Improvement</td>
</tr>
<tr>
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### Adaptations

#### Elementary Education-Primary Level

**Checked answers**
- Career Education and Work
- Geography
- Science and Technology and Engineering Education

**Unchecked answers**
- None.
Elementary Education-Intermediate Level

Checked answers
- Career Education and Work
- Geography
- Science and Technology and Engineering Education

Unchecked answers
None.

Middle Level

Checked answers
- Career Education and Work
- Geography
- Science and Technology and Engineering Education

Unchecked answers
None.

High School Level

Checked answers
- Career Education and Work
- Geography
- Science and Technology and Engineering Education

Unchecked answers
None.

Explanation for any standards checked:

As a maritime-themed school, all of our students take maritime science and navigation oriented coursework at each grade level. This requires enhanced work in Geography and Science, Technology and Engineering beyond what the current Pennsylvania Academic Standards require. Career Education and Work is also a core aspect of our educational program. Career Education and Work content is being enhanced at all grade levels in the school.

Curriculum

Planned Instruction

Elementary Education-Primary Level

<table>
<thead>
<tr>
<th>Curriculum Characteristics</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives of planned courses, instructional units or interdisciplinary studies to be</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>achieved by all students are identified for each subject area.</td>
<td></td>
</tr>
<tr>
<td>Content, including materials and activities and estimated instructional</td>
<td>Needs</td>
</tr>
</tbody>
</table>
Improvement

The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.

Developing

Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.

Developing

Processes used to ensure Accomplishment:

We have a basic curriculum scope and sequence. The scope and sequence is in the process of being updated and improved and mapped to the PA Academic Standards. We are implementing a new progress monitoring and benchmarking system in the school using the Powerschool unified system beginning in 2018-19. Teachers of all subjects are working with the school's principals on a regular basis to update the required content and objectives, and review the alignment of all instructional materials and activities. Once completed, the entire scope and sequence and alignment plan will be posted to the whole school community on Google docs.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Objectives for each subject and each grade level are being updated and aligned to the PA Academic Standards and state assessments. Materials and activities are being updated to align with those objectives and with the standards at all grade levels.

**Elementary Education-Intermediate Level**

<table>
<thead>
<tr>
<th>Curriculum Characteristics</th>
<th>Status</th>
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<tbody>
<tr>
<td>Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.</td>
<td>Needs Improvement</td>
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<tr>
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<tr>
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**Modification and Accommodations**

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

We have lists both of specific types of modifications and accommodations which we share and discuss with the general education teachers. We also make sure that general education teachers are aware of the specific students who would benefit from modifications and accommodations based on their I.E.P.s.

**Instruction**

**Instructional Strategies**

*Checked Answers*

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

*Regular Lesson Plan Review*

*Checked Answers*

- Administrators
- Building Supervisors
Department Supervisors

Unchecked Answers

- Instructional Coaches
- Not Reviewed

Provide brief explanation of LEA’s process for incorporating selected strategies.

Maritime Charter was part of the Race to the Top grant program beginning in 2012. The program focused on bringing Charlotte Danielson's model of effective teaching and Pennsylvania's corresponding Educator Effectiveness Instrument evaluation tools that gauge teacher performance in 4 domains into the school and classrooms. As part of this comprehensive strategy to improve teaching in our school, we incorporated formal classroom observations focused on instruction, walkthroughs targeted on instruction, annual instructional evaluations (using the Danielson tools), peer evaluation and coaching with lead teachers at each grade level and Department Heads for each subject, and instructional coaching conducted by mentor teachers and Department Heads.

Lesson plans are reviewed by the Principals to ensure that lessons are focused on meeting the Pennsylvania Academic Standards, and that they fit in the scope and sequence that has been developed in each subject and each grade.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

The Instructional Coaches (mentor teachers) are not required to review lesson plans for all teachers in the school. They have worked with individual teachers who have been identified as needing more assistance. So, they have reviewed some lesson plans, but not all of them.

**Responsiveness to Student Needs**

**Elementary Education-Primary Level**

<table>
<thead>
<tr>
<th>Instructional Practices</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structured grouping practices are used to meet student needs.</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
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<td>Flexible instructional time or other schedule-related practices are used to meet student needs.</td>
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</tr>
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</tr>
<tr>
<td>A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>
If necessary, provide further explanation. (Required explanation if column selected was)

We understand that, as a charter school, we are not obligated to follow the prescriptions of Chapter 16 pertaining to the provision of gifted student education in our school unless it is in our charter, which it is not. Therefore, we do not have a formal gifted student identification process nor a formal gifted student program.

**Elementary Education-Intermediate Level**

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<thead>
<tr>
<th>Instructional Practices</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structured grouping practices are used to meet student needs.</td>
<td>Full Implementation</td>
</tr>
<tr>
<td>Flexible instructional time or other schedule-related practices are used to meet student needs.</td>
<td>Full Implementation</td>
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<tr>
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<td>Full Implementation</td>
</tr>
<tr>
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<td>Not Applicable</td>
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<table>
<thead>
<tr>
<th>Implementation</th>
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<tr>
<td>Full Implementation</td>
</tr>
</tbody>
</table>

If necessary, provide further explanation. (Required explanation if column selected was)

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**Recruitment**

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

At Maritime Charter, nearly all of our teachers are highly qualified. 93% of our teachers are certified to teach in their subject area. All of our instruction is high quality- the classes taught by non-certified teachers are taught by professionals who have been teaching for many years but have not obtained certification. Our students who are below proficiency are identified by the Power School Assessment benchmarks and their PSSA or Keystone exams, by teacher recommendations for more instructional support, and by parents who ask for more assistance for their children. These students are placed with highly qualified teachers who monitor and adjust their instruction to meet their needs, are provided tutors who work with them during the school day (high school), and are directed toward the 21st Century Community Learning Center at the school to participate in targeted instruction and receive guided support with their homework one-on-one or in small groups.

**Assessments**

**Local Graduation Requirements**

<table>
<thead>
<tr>
<th>Course Completion</th>
<th>SY 22/23</th>
<th>SY 23/24</th>
<th>SY 24/25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Courses</td>
<td>24.00</td>
<td>24.00</td>
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</tr>
<tr>
<td>English</td>
<td>4.00</td>
<td>4.00</td>
<td>4.00</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3.00</td>
<td>3.00</td>
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</tr>
<tr>
<td>Social Studies</td>
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</tr>
<tr>
<td>Science</td>
<td>3.50</td>
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<td>3.50</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Health</td>
<td>0.50</td>
<td>0.50</td>
<td>0.50</td>
</tr>
<tr>
<td>Music, Art, Family &amp; Consumer Sciences, Career and Technical Education</td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Electives</td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
</tr>
<tr>
<td>-------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Minimum % Grade Required for Credit (Numerical Answer)</td>
<td>65.00</td>
<td>65.00</td>
<td>65.00</td>
</tr>
</tbody>
</table>

**Local Assessments**

<table>
<thead>
<tr>
<th>Standards</th>
<th>WA</th>
<th>TD</th>
<th>NAT</th>
<th>DA</th>
<th>PSW</th>
<th>Other</th>
</tr>
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<tbody>
<tr>
<td>Arts and Humanities</td>
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<td></td>
<td></td>
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<tr>
<td>Career Education and Work</td>
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</tr>
<tr>
<td>Civics and Government</td>
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<tr>
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<tr>
<td>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</td>
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<td>Family and Consumer Sciences</td>
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**Graduation Requirement Specifics**

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following:*Checked answers*

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a
similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).

II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).

VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

Unchecked answers

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score
established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

- Not Applicable. Our LEA does not offer High School courses.

**Methods and Measures**

### Summative Assessments

<table>
<thead>
<tr>
<th>Summative Assessments</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
</table>

### Benchmark Assessments

<table>
<thead>
<tr>
<th>Benchmark Assessments</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Powerschool Assessments in Math, Reading, Science, Algebra 1, Biology 1, Literature</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

### Formative Assessments

<table>
<thead>
<tr>
<th>Formative Assessments</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-made tests in English, Math, Science, Social Studies</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>DRAs</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

### Diagnostic Assessments

<table>
<thead>
<tr>
<th>Diagnostic Assessments</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRAs</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Classroom Diagnostic Tests</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

### Validation of Implemented Assessments

<table>
<thead>
<tr>
<th>Validation Methods</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Review</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Intermediate Unit Review</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEA Administration Review</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Building Supervisor Review</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Department Supervisor Review</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Professional Learning Community Review</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Instructional Coach Review</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Teacher Peer Review</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Provide brief explanation of your process for reviewing assessments.

Assessments are part of lesson planning, and as such are submitted with lesson plans for review and approval by the School Principals. Outside professional development experts and coaches may also review assessments as part of the instructional coaching process. Building supervisors (Principals), Department Heads, the CEO and grade level leaders also review assessments. This is part of Maritime’s philosophy of collective responsibility for student growth and achievement.

**Development and Validation of Local Assessments**

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

We are not developing locally administered assessments to use in place of the Keystone Exams. Our students are expected to pass the Keystone exams, and are provided ample instructional support, tutoring and resources to master the concepts and skills represented in the anchors for the Keystone tests.

**Collection and Dissemination**

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

MACS is continually developing ways to bring more data into our academic programming and instructional decision making. We administer PSSA and Keystone exams every year, which provide feedback to our school, parents and community on the progress we have made during the previous academic year. These results are shared with our community through individual test reports that are sent home to parents of all students who took those tests the previous school year, are available in aggregate form on the School Performance Profile, and are shared with members of our administrative and teaching staff when they are received and analyzed. We are in the process of transitioning from Study Island to Powerschool Assessment benchmarking software to gauge student needs and achievement growth in Math, English Language Arts, and Science. Powerschool assessment data will be used by and shared with individual teachers soon after they are gathered, aggregated and analyzed. The Principals share information about students’ benchmark performance at the grade level and teacher level at regular administrative staff meetings. If a particular issue arises where a group or class of students does not appear to be making adequate progress toward the standards, the Principal of the school where that group is being educated will meet with the teacher to set up an action plan for improving student performance, and will then monitor student performance on the next set of benchmarks.
When the official PSSA and Keystone results have been published, the CEO presents the results of the student tests for the corresponding school year at the following Board of Trustees meeting.

MACHS made a major push recently to bring more data into our academic programming and instructional decision making. Our Study Island tests, which had been used as academic benchmarks in PSSA testing grades in Math and Reading, were judged not informative enough to help all of our students to meet the PA Standards. We researched several options, and decided to use the standards-linked indicators and benchmarks in Powerschool, to provide us with the information we needed to focus our teachers on areas of student weaknesses.

**Data Informed Instruction**

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Since the founding of the school, our teachers and administrators have worked to raise the achievement levels of all of our students, many of whom come to the school with low levels of achievement and many of the difficulties that accompany living in low income homes and neighborhoods. We have developed an extensive method of assessing students’ academic weaknesses and tracking their progress, and a diverse array of interventions that have created an “academic safety net” for our most vulnerable students while still providing a challenging academic program for our most advanced students. Our success can be seen in the growing proficiency levels of our special education students, the relatively high academic performance of our Economically Disadvantaged students and the low percentages of students at our school who are performing at the Below Basic level on state standardized tests—particularly at the elementary and middle school levels.

MACS is committed to raising the academic achievement level of all our students. Our curriculum materials are fully aligned to the PA Academic Standards in their respective areas. Our teachers have all been educated in methods of differentiating their classrooms to help learners at all levels. Our school utilizes the Danielson Framework that focuses on continual monitoring, feedback and improvement of teaching methods. Also, our teachers meet weekly to review new strategies and interventions for at-risk students.

Students who are at-risk of failure are identified by their teachers at the beginning of each school year and during each marking period based on their academic performance, performance on benchmark tests, and performance on past reading, mathematics, writing and science standardized tests.

We use student test scores to assign the lowest performing students to academic support sessions during the day and tutoring support before school, after school, or on Saturday morning (as part of our academic 21st Century CLC program).

Our teachers meet weekly to discuss instructional planning and progress of students. When a
student is not meeting standards in their academic skill development, teachers refer the student to the Comprehensive Student Review (CSR) Team. This team contacts the students’ parents and creates short-term interventions to address specific needs. If the student continues to perform below standards in their academic skill development, the Comprehensive Review Team will recommend testing by a certified school psychologist to determine if there is a learning disability. If a disability is noted, the Comprehensive Review Team prepares an IEP and the recommended learning prescription is followed. If a student is not found to have a learning disability, but still struggles with academic performance, tutoring and classroom support are provided. MACS has 9 full-time, Pennsylvania State certified Special Education teachers. MACS follows federal regulations in determining special education placement.

### Assessment Data Uses

<table>
<thead>
<tr>
<th>Assessment Data Uses</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Instructional practices modified or adapted to increase student mastery.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Provide brief explanation of the process for incorporating selected strategies.

Our Grade Team Leaders and administrative leadership team meet regularly to analyze annual outcomes and diagnostic test results. Our assessment results are reviewed each year and compared to our school’s academic goals and objectives in the development of the school’s Annual Reports. The results are used to make programmatic decisions regarding changes to the curriculum, more attention to teacher professional development, more time for individual student tutoring, and similar topics. Our Leadership team designs a plan to modify our curriculum and instructional methods in order to address our students’ needs with regard to testing.

We will be instituting Powerschool Assessments beginning in 2018 to prepare all of our students better for Math, Reading and Writing assessments. We rely not only on the PSSA in Mathematics, Reading, Science and Writing to gauge our students’ academic achievement and
progress, but also on a variety of assessment types in order to gauge student learning, including student projects and exhibitions, teacher-prepared tests, oral presentations, and rubrics to evaluate culminating projects (12th grade).

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

All of the strategies mentioned above are being used at Maritime currently.

**Distribution of Summative Assessment Results**

<table>
<thead>
<tr>
<th>Distribution Methods</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Planning Guides</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Directing Public to the PDE &amp; other Test-related Websites</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Individual Meetings</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Letters to Parents/Guardians</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Local Media Reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Website</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Meetings with Community, Families and School Board</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Mass Phone Calls/Emails/Letters</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Newsletters</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Press Releases</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Calendar</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Student Handbook</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Provide brief explanation of the process for incorporating selected strategies.

We provide a lot of information about summative testing to parents and students. Students are informed about testing often in their classes, and through posters and information about previous school performance and current performance targets posted on walls around the school. Parents are informed about testing dates through the school calendar on the school’s website, through emails and phone calls reminding them about the summative testing, through information in the Parent Handbook which is provided to every parent and also available on the school’s website, and through notifications sent home on paper with their child. The monthly newsletter sent to parents and also provided on the website mentions the PSSA and Keystone testing dates as well.

The Home and School Association is informed about testing by the CEO, and the testing dates are mentioned to parents at the school’s Open Houses that are held throughout the year.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.
We do not provide reports on the school to local media. However, the local media have identified the school as exemplary in the past, and have come to the school to report on what we offer to the students and parents in the past.

**Safe and Supportive Schools**

**Programs, Strategies and Actions**

<table>
<thead>
<tr>
<th>Programs, Strategies and Actions</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>School-wide Positive Behavioral Programs</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Conflict Resolution or Dispute Management</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Peer Helper Programs</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Safety and Violence Prevention Curricula</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Student Codes of Conduct</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Comprehensive School Safety and Violence Prevention Plans</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Purchase of Security-related Technology</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Student, Staff and Visitor Identification Systems</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Placement of School Resource Officers</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Student Assistance Program Teams and Training</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Counseling Services Available for all Students</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Internet Web-based System for the Management of Student Discipline</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Explanation of strategies not selected and how the LEA plans to address their incorporation:

At Maritime Charter, we take student safety and security extremely seriously, and our staff, parents and students greatly appreciate that. Our former CEO was a certified member of the Homeland Security team, and as a result we have a history of being well connected to law enforcement in our area. We do not currently have a School Resource Officer, as our schools have a substantial amount of safety equipment and our teachers and other staff have been well trained regarding how to identify and respond to any safety or security related crisis or incident.

**Developmental Services**

<table>
<thead>
<tr>
<th>Developmental Services</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Counseling</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Attendance Monitoring</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Behavior Management Programs</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Bullying Prevention</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Career Awareness</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Explain the developmental services:

Maritime Charter provides a school nurse who conducts health screenings and ensures that all students are properly immunized. The school’s Comprehensive Student Review (CSR) Team is very active in working with students to assess their needs and get them the services they need to be healthy and make the most of their academic program.

**Screening, Evaluating and Programming for Gifted Students**

Describe your entity’s awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

We understand that, as a charter school, we are not obligated to follow the prescriptions of Chapter 16 pertaining to the provision of gifted student education in our school unless it is in our charter, which it is not. Therefore, we do not have a formal gifted student identification process nor a formal gifted student program. We do, however, provide a student academic monitoring system that gauges student achievement levels with regard to their mastery of the Pennsylvania Academic Standards through regular benchmarks throughout the year, and we use that information and information from PSSA tests and Keystone tests to place very advanced students into higher level courses and encourage our teachers to provide them with supplemental, challenging academic material. We understand that our students are entitled to gifted student services through the local public school system (School District of Philadelphia), so we inform our parents that they may follow that avenue if they choose.

Describe your entity’s process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

We do not have a gifted program, as we are not required to provide one as a charter school, and we believe that gifted programs often increase economic and racial inequities.

Describe your entity’s procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).
We do not have a gifted program, as we are not required to provide one as a charter school, and we believe that gifted programs often increase economic and racial inequities.

**Describe the gifted programs** being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.*

We do not have a gifted program, as we are not required to provide one as a charter school, and we believe that gifted programs often increase economic and racial inequities.

### Diagnostic, Intervention and Referral Services

<table>
<thead>
<tr>
<th>Diagnostic, Intervention and Referral Services</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodations and Modifications</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Administration of Medication</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Assessment of Academic Skills/Aptitude for Learning</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Assessment/Progress Monitoring</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Casework</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Crisis Response/Management/Intervention</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Individual Counseling</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Intervention for Actual or Potential Health Problems</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Placement into Appropriate Programs</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Small Group Counseling-Coping with life situations</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Small Group Counseling-Educational planning</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Small Group Counseling-Personal and Social Development</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Special Education Evaluation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Student Assistance Program</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Explanation of diagnostic, intervention and referral services:

The Comprehensive Student Review Team meets regularly to discuss the needs of students in the school, and to plan the activities and interventions that students in the school need in order to be mentally and physically healthy.

### Consultation and Coordination Services

<table>
<thead>
<tr>
<th>Consultation and Coordination Services</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case and Care Management</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Community Liaison</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Community Services Coordination (Internal or External)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Coordinate Plans</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Coordination with Families (Learning or Behavioral)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Explanation of consultation and coordination services:

We provide a wide range of services, coordinated by our school Principals, Comprehensive Student Review Team, and Special Education Coordinator. We do not provide an Alternative Education program for our students, as our school is an alternative to traditional education programs, and students whose parents would like a different educational environment for them can easily transfer them to an environment that they believe will better suit their needs.

**Communication of Educational Opportunities**

<table>
<thead>
<tr>
<th>Communication of Educational Opportunities</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Planning Guides</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Directing Public to the PDE &amp; Test-related Websites</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Individual Meetings</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Letters to Parents/Guardians</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>Local Media Reports</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Website</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Meetings with Community, Families and Board of Directors</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Mass Phone Calls/Emails/Letters</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Newsletters</td>
<td>X</td>
<td>X</td>
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<td></td>
</tr>
<tr>
<td>Press Releases</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>School Calendar</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Student Handbook</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
</tbody>
</table>

**Communication of Student Health Needs**

<table>
<thead>
<tr>
<th>Communication of Student Health Needs</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Meetings</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Individual Screening Results</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Letters to Parents/Guardians</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Website</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Meetings with Community, Families and Board of Directors</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
Health and Safety

<table>
<thead>
<tr>
<th>Health and Safety</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are all students required to be fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania and the requirements of local jurisdictions in order to be admitted to the Charter School?</td>
<td>Yes</td>
</tr>
<tr>
<td>Is a certified school nurse on the Charter School staff?</td>
<td>Yes</td>
</tr>
<tr>
<td>Are physical health records and dental records kept according to requirements of the State of Pennsylvania?</td>
<td>Yes</td>
</tr>
<tr>
<td>Does the Charter School comply with all regulations concerning the dispensation of medicines?</td>
<td>Yes</td>
</tr>
<tr>
<td>May Charter School students possess any prescription or non-prescription medication?</td>
<td>Yes</td>
</tr>
<tr>
<td>Are students/parents required to turn over all prescription and non-prescription medication to a Charter School nurse with descriptions regarding dissemination provided according to a required Charter School format, and are the medications provided in the original containers with accurate content and dosage information on the labels?</td>
<td>Yes</td>
</tr>
<tr>
<td>Is the Charter School in compliance with all pertinent code and license requirements related to Fire Prevention and Fire Drill procedures?</td>
<td>Yes</td>
</tr>
<tr>
<td>Are Fire Drill procedures posted in each classroom and are Fire Drills held at least once a month?</td>
<td>Yes</td>
</tr>
<tr>
<td>Does the Charter School participate in the Federal Free and Reduced Lunch Program?</td>
<td>Yes</td>
</tr>
<tr>
<td>Are all students eligible to participate in Federal Breakfast and Lunch programs?</td>
<td>Yes</td>
</tr>
<tr>
<td>Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Description of the responsibilities of the Charter School nurse(s)

MACS employs two full-time, certified school nurses (one for the Elementary-Middle School and one for the High School) who organize the provision of all health services (i.e. physical examinations, hearing screening, administration of prescribed medicine, etc.) mandated by the Pennsylvania Department of Health as stated in Section 1402 of the Public School Code. Furthermore, MACS abides by 28 Pa. Code Chapter 23 relating to immunization requirements for students attending a public school. All health and immunization records for students are secured in the nurses’ offices.

Food Service Program
Describe unique features of the Charter School meal program

MACS employs Linton Food Services to make breakfast available for all 820 Maritime cadets (students) at no cost. Linton also serves hot lunches (free and reduced price lunch - the majority of our students nearly 80%) and provides afterschool snacks to students in the 21st Century CLC program.

Safety and Security

Describe the essential Charter School policies, procedures, and practices that are implemented to provide security and safety for Charter School students, staff, and visitors:

MACS complies with all health and safety requirements. We employ two full time nurses who are responsible for all state and local compliances, including immunization records and school health records. Fire and shelter in place drills are conducted monthly. Safety Plans are fully detailed and kept in public spaces in the school's buildings. All staff are fully trained on safety procedures and policies. The school provides a full time security guard, with state of the art equipment, both obtained through school safety grants from the PA Department of Education. The Fire Department of Philadelphia conducts two monitored fire drills each year. Documentation of all fire drills is kept in the Main Office. MACS has an official wellness policy that includes the responsibility of school employees for student wellness, the makeup of the school's Wellness Committee, nutritional guidelines for meals and other food provided, guidelines for nutrition and health education, and lists of school-based activities that support student health and well-being. This information is used by our nurses and Wellness Committee to plan school activities and food programs that encourage healthy student development.

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students

Wellness Policy

The school wellness policy

_No file has been uploaded._

Health Reimbursement Policy

The school policy regarding Health Reimbursement

_No file has been uploaded._

Current School Insurance Coverage Policies and Programs

Current Insurance Accord

The school’s current Insurance Accord

_No file has been uploaded._
Certificate of Liability

The school’s Certificate of Liability

No file has been uploaded.

Insurance Coverage Details

Description of the details of the school’s insurance coverage and/or copies of pertinent insurance policies

No files have been uploaded.

Transportation

Describe the charter school’s transportation program. Include in the discussion whether the charter school, the school district, or a private company operates the transportation program. Also, include a description of transportation accommodations for special education students and suggestions for improvement to the program: Describe the requirements students must meet in order to be eligible for free transportation.

The School District of Philadelphia provides our students in grades 2 to 8 who live a mile or more from school with bus service through a contracted company- Philly Trans. The bus company provides 10 buses a day to and from the school. All high school students who live more than a mile from the high school use Septa Transpasses paid for by the School District to travel to and from the school. 89% of elementary students use the District-provided bus service. This year, there are special education students who need special transportation accommodations to or from Maritime Charter.

Free Transportation Eligibility Requirements

The requirements students must meet in order to be eligible for free transportation (optional if described in the narrative)

No file has been uploaded.

Student Conduct

<table>
<thead>
<tr>
<th>Charter School’s Code of Student Conduct</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the expectations of students, parents, school staff members, and the Board of Trustees delineated by the Code of Student Conduct?</td>
<td>Yes</td>
</tr>
<tr>
<td>Are the rules of conduct explained in student friendly-language?</td>
<td>Yes</td>
</tr>
<tr>
<td>Are the consequences of violations of rules of conduct explained in student-friendly language?</td>
<td>Yes</td>
</tr>
<tr>
<td>Does the Code of Student Conduct apply on school grounds during the school day as well as immediately before and after school hours?</td>
<td>Yes</td>
</tr>
<tr>
<td>Does the Code of Student Conduct apply on school grounds at any other time when a school group is using the school?</td>
<td>Yes</td>
</tr>
<tr>
<td>Does the Code of Student Conduct apply off school grounds and the immediate perimeter of the school building, including any school activity, function, or event?</td>
<td>Yes</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Does the Code of Student Conduct apply during travel to and from school, including actions on any school bus, van, or any other public conveyance?</td>
<td>Yes</td>
</tr>
<tr>
<td>Does the Code of Student Conduct apply off school grounds where the misconduct may reasonably be expected to undermine the proper disciplinary authority of the school, the safety of students or staff, or cause disruption within the school?</td>
<td>Yes</td>
</tr>
<tr>
<td>Does the Code of Student Conduct require that students who are found in possession of illegal drugs, firearms, or other dangerous weapons, or those who commit acts of misconduct, which disrupt the school’s educational process, be suspended immediately and face possible expulsion?</td>
<td>Yes</td>
</tr>
<tr>
<td>Does the Code of Student Conduct specify that if a student becomes aware that a fellow student is in possession of illegal substances, firearms, weapons or any items that could endanger his/her safety or the safety of others, that student has a duty to inform an adult such as a parent, teacher, counselor, director or staff member?</td>
<td>Yes</td>
</tr>
<tr>
<td>Do all disciplinary actions for misconduct include a conference between the teacher and/or administrator, student, and parents followed by written notification to the parent or guardian?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

If necessary, provide further explanation.

*This narrative is empty.*

**Code of Student Conduct**

The school’s Code of Student Conduct

*No file has been uploaded.*

**Frequency of Communication**

**Elementary Education - Primary Level**

- Monthly

**Elementary Education - Intermediate Level**

- Monthly

**Middle Level**

- Monthly

**High School Level**

- Monthly

**Collaboration for Interventions**

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.
<table>
<thead>
<tr>
<th>Service/Resource</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic counseling and advising</td>
<td>All students are provided with an academic advisor who is a certified teacher. Advisors work with students on developing an academic plan, monitoring their academic progress, and counseling them on decisions that will effect their ability to fulfill their long-range academic and career goals. MACS works with students experiencing drug and alcohol-related problems through its Comprehensive Student Review (CSR) Team. The team, which involves social workers, teachers, school administrators, the school nurse and therapists, diagnoses students' drug and alcohol-related issues that are effecting their school work, and provides a series of remedies to improve their performance.</td>
</tr>
<tr>
<td>Drug and alcohol counseling</td>
<td>Students who are determined to be in need of ESoL support are provided either push-in or pull-out support depending on their assessed level of need. Their progress is monitored using a combination of teacher-made tests, English language proficiency tests, and ESoL teacher assessments.</td>
</tr>
<tr>
<td>ELL/ESoL program</td>
<td>Students who are particularly challenged due to having limited English language proficiency (ELL students) are diagnosed using Home Language Surveys and the WIDA screener within ten days of enrollment. Students who are determined to be in need of ESoL support are provided either push-in or pull-out support depending on their assessed level of need. Their progress is monitored using a combination of teacher-made tests, English language proficiency tests, and ESoL teacher assessments. MACS employs a full-time, certified school nurse who organizes the provision of all health services (i.e. physical examinations, hearing screening, etc.) mandated by the Pennsylvania Department of Health as stated in Section 1402 of the Public School Code. Furthermore, MACS abides by 28 Pa. Code Chapter 23 relating to immunization requirements for students attending a public school. All health and immunization records for students are secured in the nurse’s office.</td>
</tr>
<tr>
<td>Nursing and student health services</td>
<td>Students in need of psychological counseling at MACS receive that counseling from a certified school psychologist who is employed by the school to provide those services. Students may also receive such counseling from a certified social worker employed directly by the school. Students at MACS experiencing difficulties at home that are interfering with their ability to learn and/or attend school are provided with counseling and emotional support by a certified school counselor who is employed directly by the school. The school counselor may work with individual students, students with their parents or directly with the parents in crafting a solution that improves the child's engagement and performance in school.</td>
</tr>
<tr>
<td>Psychological Counseling</td>
<td></td>
</tr>
<tr>
<td>Social work and family counseling</td>
<td></td>
</tr>
</tbody>
</table>
| Special Education Instruction    | All students identified as needing special education support through their IEP are provided a Free and Appropriate Education either at MACS or at
an approved program that suits their particular need if MACS cannot meet their need. Students are assigned a certified special education teacher to work with them on their area of need, and their academic progress is monitored using teacher-made tests and benchmarks. Special needs students are provided with the accommodations and/or curriculum and instructional methods that will enable them to progress most quickly toward achievement of the PA Academic Standards in all areas.

**Student college counseling**

All high school students are provided college and career counseling by a full time college and career counselor on staff.

**Supplemental educational services/tutoring**

All students identified as needing additional supplemental education and tutoring (e.g., scoring at Basic or Below Basic level on the PSSA exams) are provided the opportunity to attend supplemental education and tutoring at no charge in the after school hours as part of the 21st Century program. Also, supplemental tutoring is provided to students needing extra assistance during the regular school hours.

All of these teacher and service provider activities are coordinated by our Principals and the Director of Special Education when appropriate, and overseen by the school’s CEO.

### Community and Parent Engagement

Describe the Board of Trustees’ efforts in promoting opportunities for community and parent engagement in school activities.

**Board efforts in promoting opportunities for Community Engagement**

Community members are involved in the governance of MACS through their board membership, and through the many partnership activities that our school has with organizations throughout the Delaware Valley. We have members of several maritime-related organizations on our board, including graduates of the U.S. Merchant Marine Academy and SUNY Maritime Academy. MACS encourages community involvement in the management of the school by informing the community of the regularly scheduled board meetings, which are open to the public, through advertisement in the Philadelphia Daily News. Additionally, MACS maintains an information-rich website (http://www.maritimecharter.org) that provides the community with information on school programs and activities, including calendars of upcoming events. It is because of our unique community alliances, and the city’s tremendous resources, that MACS is able to offer students the opportunity to explore and experience maritime careers and branches of study related to intermodal transportation through experiences both inside and outside the classroom. Our distinctive partnerships with local and regional businesses and organizations afford MACHS many opportunities to engage students in these exceptional experiences. Recent partnerships include:

- **Independence Seaport Museum** partnership allowed MACS students to learn about the history of seafaring and shipbuilding and the role the city of Philadelphia plays in the essential industry. Grades five through eight visited the museum regularly for workshops with museum
educators and to complete independent projects with different themes related to our seaports. Some special education students interned at ISM to study boat building for 20 hours this year.

- **Earth Force** - a nonprofit organization dedicated to engaging young people as active citizens who improve the environment and their communities now and in the future, has partnered with MACS to offer workshops and assist our ninth grade students in creating projects related to environmental learning. They also encourage active student participation outside of school, through recycling drives and clean-up days.

- **Community College of Philadelphia** - Community College of Philadelphia offers more than 70 associate’s degree, academic and proficiency certificate programs. CCP partners with MACS to provide free or low cost opportunities for our students to take college classes while enrolled at the school.

- **Drexel University** - Drexel is providing co-op students to assist the school with implementing its student and teacher technology initiatives.

- **Temple University College of Education** - Temple is providing its Practicum in Middle Years - literacy across all subject areas. Temple professors will work in pairs with teachers in classroom grades 4 - 8 reinforcing instruction in the areas of literacy in reading, social and science, with a focus on inclusion students and students at academic risk.

- **The U.S. Coast Guard** - sponsors the MACS Sea Scouts program, a nautical organization affiliated with the Boy Scouts of America. Sea Scouts, open to all MACS students, provides a place where students can learn the traditions of the sea, and experience everything from tying knots to cruising in a vessel. This program also offers our students the chance to become certified in SCUBA, boating safety, CPR, and other valuable skills. In addition to the traditional Scouting disciplines, we also utilize the classroom-based Learning for Life program to encourage positive behavior, assist in building self-esteem and reward positive work ethics. MACS has a very strong bond with the Coast Guard. Coast Guardspersons regularly mentors our Cadets and introduce them to the Coast Guard Station in Philadelphia. Our Cadets regularly attend summer boot camp at USCG Station Sector Cape May.

- **Niagara Tall Ship** - The U.S. Brig Niagara operates as a Sailing School Vessel. While sailing Niagara can have a classroom component, most of their training is hands-on. By becoming an active part of the crew, trainees learn the skills of traditional square-rig seamanship, through sailing, maintaining, and living on the ship. Some of our students learn to sail through this program.

- **Ports of Philadelphia** - partnership helps keep the school aware of the latest developments in the world of intermodal transportation. The Ports provides course materials and speakers for classrooms as well as faculty professional development.

- **Maritime Society** - fundraises for scholarships
• **Philadelphia Waterborne**- offers middle- and high-school students structured boat-building programs that are implemented in their schools. Philadelphia Waterborne is a program in Engaged Learning, an educational initiative rooted in the cultural arts and designed to demonstrate the crucial importance of the arts in supporting successful student educational outcomes.

• **K-SEA Transportation**- provides internship opportunities for Seniors (must be 18 years old).

• **The Navy's Sea Cadets Corps**- national youth leadership development organization that promotes interest and skill in naval disciplines while instilling strong moral character and life skills through leadership and technical programs modeled after the Navy's professional development system.

• **Bartram Gardens**- Bartram’s Garden is a 45-acre National Historic Landmark operated by the John Bartram Association in cooperation with Philadelphia Parks and Recreation. It is a destination and an outdoor classroom, living laboratory, and membership organization. We have a mutual agreement with them whereby we gain a launch site and they gain access to our boat(s).

• **Philadelphia Ship Preservation Guild/ Tall Ship Gazela**- maintains and sails historic ships to bring the past to the present. We are a non-profit organization that teaches and practices seamanship, traditional restoration, maritime culture, and sailing skills in a fun and team focused setting. Our students perform community service at Philadelphia's premier tall ship.

• **World Trade Association**- WTA is a network of dozens of companies involved in international trade who are involved in promoting international trade. WTA provides speakers who come to MACS and describe the types of work that their companies do, and what types of training people need to work in their organizations.

• **Ports of Philadelphia Maritime Society** – partnership helps keep the school aware of the developments in the world of marine transportation. The membership provides a resource for maritime speakers and fund raises on Maritime Day for scholarships to fund summer maritime activities and scholarship to maritime college including the State University of New York, Maritime College and Piney Point School sponsored by the Seafarers’ International Union.

• **The Maritime Exchange** in it quarterly publication, The Beacon, includes an article about a matter of interest at MACS including our Sea Cadet Program, Sailing Program, Sea Perch Robotics Program. The Exchange is an important supporter of MACS in the maritime business community.

• **The maritime business community** provides a monthly speaker in our Speaker Series on maritime subject matter including International Trade, Ports of the Delaware River and Bay,
USCG speakers, Marine Terminal Operations, Trucking, Containerization, US Army Corps of Engineers, Maritime Charts, and among many other subject matter of importance in introduction to maritime careers for our Cadets.

**Board efforts in promoting opportunities for Parent Engagement**

Upon enrolling a child at MACS, parents are strongly encouraged to participate in the school as volunteers and as members of the Home and School Association. While we understand that not all parents are able to do so or may be limited in their time or ability to volunteer, the link between parent involvement and student success is highlighted for all parents. Parents also receive a monthly newsletter keeping them informed of school happenings and encouraging them to visit the school, attend parent meetings and special events, and give some time as volunteers. Workshops are conducted periodically to aid parents and let them know how they can support their child’s learning at home. Parents are invited to visit their child’s classroom at any time of the year. Parents are provided the opportunity to take classes in technology as part of our 21st Century Community Learning Center, and are invited on 21st C CLC trips to learn with their children about a wide variety of maritime related topics. Board meetings are advertised in advance in the Philadelphia Daily News and are open to the public, including parents. A calendar of activities/school meetings is also posted on the school’s website. The Home and School Association (HSA) also contributes to the Maritime Academy Charter School newsletter, which is sent home to parents quarterly. The newsletter includes such information as research methods that can help parents develop their children’s motivation, special points of interest such as grade activities, family counseling, annual book fairs, and school activities. The newsletter also provides new information about MACS programs and procedures and invites parents and students to respond with comments and concerns in the school’s suggestion box. In addition, the HSA helps to organize the Book Fair and Maritime Festival Day, and has provided chaperones for our sailing courses.

Parent-teacher conferences are held each quarter when report cards are issued to assist the parents in becoming more aware of their children’s progress each marking period. Guidelines for the conferences are shared with teachers to help parents and teachers communicate more effectively. They include:

- Help build parent support for the teacher and the school;
- Engage parents as learning partners with their children;
- Establish shared goals among the teacher, the parent, and the student;
- Review and seek agreement with school and classroom routines;
- Share information about classroom procedures, course objectives, and grading standards;
- Learn more about how the student learns best and what s/he likes to do;
• Share instructional concerns and design strategies for improvement;
• Share student successes; and
• Establish a procedure for ongoing communication.

According to the results of parent surveys, approximately 80-90% of the parents interact with the school electronically each year, primarily through the Powerschool system. A majority of our parents use the internet to communicate with the school and their child’s teachers, and to access student academic progress information for their children. Powerschool allows parents and students to access assignments and grades from home. For families that do not have internet access, the school prints and sends newsletters via the students and through the US mail service. On average, 60% of parents attend parent activities at MACS, such as Back to School night and Open Houses.

**Community Coordination**

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

Because we are not an LEA, and have not heretofore served children below the second grade, we have not been formally involved with infant and toddler centers, preschool early intervention programs, or similar community agencies. We have, however, been very successful in providing afterschool and summer academic and recreational programs, through our 21st Century Community Learning Centers. As a member of Cohort 5 (2009 to 2013) and Cohort 7 (2014 to 2019), we have provided and will be providing for our students and for the community extensive academic enrichment activities and academic support that is open to all students in grades K to 12 in the community. Our 21st Century CLC program has a very strong STEM component, and has been recognized by PDE and the US Department of Education for providing exemplary education. We provide tutoring programs in the afterschool hours and on Saturdays, and at least 6 weeks during the summer for students who are struggling, and work with numerous community partners to provide activities such as robotics, boat building, workforce training, marine engine repair, swimming, diving, 21st Century Skills training, and many other life-enriching projects.
Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

Maritime is not an LEA, but a charter school authorized by an LEA- The School District of Philadelphia. The School District of Philadelphia coordinates agencies that serve preschool age children with disabilities, as they are not within our school's purview. Also, our school has not previously served students below grade 2, so we have not interacted with any early childcare or Pre-Kindergarten programs in an official capacity.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

<table>
<thead>
<tr>
<th>Material and Resources Characteristics</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills</td>
<td>Developing</td>
</tr>
<tr>
<td>A robust supply of high quality aligned instructional materials and resources available</td>
<td>Developing</td>
</tr>
<tr>
<td>Accessibility for students and teachers is effective and efficient</td>
<td>Developing</td>
</tr>
<tr>
<td>Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs</td>
<td>Developing</td>
</tr>
</tbody>
</table>

Provide explanation for processes used to ensure Accomplishment.

Our school's Principals work with the teachers and the CEO to ensure that all materials purchased are aligned with Pennsylvania Standards, that all are purchased in adequate supply for all students, and that teachers are trained in methods to adapt the materials to ensure they are applied appropriately to support students' different learning needs.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

No areas were marked NI or NE.
**Elementary Education-Intermediate Level**

<table>
<thead>
<tr>
<th>Material and Resources Characteristics</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills</td>
<td>Accomplished</td>
</tr>
<tr>
<td>A robust supply of high quality aligned instructional materials and resources available</td>
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</tr>
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<td>Accessibility for students and teachers is effective and efficient</td>
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<td>Accomplished</td>
</tr>
</tbody>
</table>

Provide explanation for processes used to ensure Accomplishment.

Our school's Principals work with the teachers and the CEO to ensure that all materials purchased are aligned with Pennsylvania Standards, that all are purchased in adequate supply for all students, and that teachers are trained in methods to adapt the materials to ensure they are applied appropriately to support students' different learning needs.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

No areas were marked NI or NE.

**Middle Level**

<table>
<thead>
<tr>
<th>Material and Resources Characteristics</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills</td>
<td>Accomplished</td>
</tr>
<tr>
<td>A robust supply of high quality aligned instructional materials and resources available</td>
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</tr>
<tr>
<td>Accessibility for students and teachers is effective and efficient</td>
<td>Accomplished</td>
</tr>
<tr>
<td>Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs</td>
<td>Accomplished</td>
</tr>
</tbody>
</table>

Provide explanation for processes used to ensure Accomplishment.

Our school's Principals work with the teachers and the CEO to ensure that all materials purchased are aligned with Pennsylvania Standards, that all are purchased in adequate supply for all students, and that teachers are trained in methods to adapt the materials to ensure they are applied appropriately to support students' different learning needs.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

No areas were marked NI or NE.

**High School Level**
Material and Resources Characteristics | Status
--- | ---
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills | Developing
A robust supply of high quality aligned instructional materials and resources available | Developing
Accessibility for students and teachers is effective and efficient | Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs | Accomplished

Provide explanation for processes used to ensure Accomplishment.

Our High School Principal works with the teachers and the CEO to ensure that all materials purchased are aligned with Pennsylvania Standards, that all are purchased in adequate supply for all students, and that teachers are trained in methods to adapt the materials to ensure they are applied appropriately to support students’ different learning needs. In the high school, we are in the process of evaluating new materials for use in all subject areas that are completely aligned with the PA Core Standards and are flexible and adaptable to our students' widely varying skill levels and needs.

Explanation for any row checked "Needs Improvement" or "Non Existent": How the LEA plans to address their incorporation:

No areas were marked NI or NE.

**SAS Incorporation**

**Elementary Education-Primary Level**

| Standards | Status |
--- | --- |
Arts and Humanities | Implemented in less than 50% of district classrooms |
Career Education and Work | Implemented in less than 50% of district classrooms |
Civics and Government | Implemented in less than 50% of district classrooms |
PA Core Standards: English Language Arts | Implemented in less than 50% of district classrooms |
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | Implemented in less than 50% of district classrooms |
<table>
<thead>
<tr>
<th>Subject</th>
<th>Implemented in less than 50% of district classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA Core Standards: Mathematics</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>Environment and Ecology</td>
<td></td>
</tr>
<tr>
<td>Family and Consumer Sciences</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>Health, Safety and Physical Education</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Science and Technology and Engineering Education</td>
<td></td>
</tr>
<tr>
<td>Alternate Academic Content Standards for Math</td>
<td></td>
</tr>
<tr>
<td>Alternate Academic Content Standards for Reading</td>
<td></td>
</tr>
<tr>
<td>American School Counselor Association for Students</td>
<td></td>
</tr>
<tr>
<td>Early Childhood Education: Infant-Toddler to Second Grade</td>
<td></td>
</tr>
<tr>
<td>English Language Proficiency</td>
<td></td>
</tr>
</tbody>
</table>
Interpersonal Skills | Implemented in less than 50% of district classrooms
---|---
School Climate | Implemented in less than 50% of district classrooms

Further explanation for columns selected "

We currently serve second grade as our lowest grade. We are in the process of preparing to add Kindergarten and first grade in the next few years.

**Elementary Education-Intermediate Level**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Career Education and Work</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Civics and Government</td>
<td>Full Implementation</td>
</tr>
<tr>
<td>PA Core Standards: English Language Arts</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</td>
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</tr>
<tr>
<td>Economics</td>
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</tr>
<tr>
<td>Environment and Ecology</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Family and Consumer Sciences</td>
<td>Implemented in less than 50% of district classrooms</td>
</tr>
<tr>
<td></td>
<td>district classrooms</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>Geography</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Health, Safety and Physical Education</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>History</td>
<td>Full Implementation</td>
</tr>
<tr>
<td>Science and Technology and Engineering Education</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Alternate Academic Content Standards for Math</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Alternate Academic Content Standards for Reading</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>American School Counselor Association for Students</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>English Language Proficiency</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>School Climate</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
</tbody>
</table>

Further explanation for columns selected "

Family and Consumer Sciences are being incorporated into our curriculum, using some guidance and materials indicated by the PDE SAS website.

**Middle Level**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>Implemented in 50% or more of</td>
</tr>
<tr>
<td>Subject</td>
<td>Implementation</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>----------------------------------------------------</td>
</tr>
<tr>
<td>Career Education and Work</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Civics and Government</td>
<td>Full Implementation</td>
</tr>
<tr>
<td>PA Core Standards: English Language Arts</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</td>
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</tr>
<tr>
<td>PA Core Standards: Mathematics</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Environment and Ecology</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Family and Consumer Sciences</td>
<td>Implemented in less than 50% of district classrooms</td>
</tr>
<tr>
<td>Geography</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Health, Safety and Physical Education</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>History</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Science and Technology and Engineering Education</td>
<td>Full Implementation</td>
</tr>
<tr>
<td>Alternate Academic Content Standards for Math</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Alternate Academic Content Standards for Reading</td>
<td>Implemented in</td>
</tr>
<tr>
<td>Standards</td>
<td>Status</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>American School Counselor Association for Students</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>English Language Proficiency</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>School Climate</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>World Language</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
</tbody>
</table>

Further explanation for columns selected "

Family and Consumer Sciences are being incorporated into our curriculum, using some guidance and materials indicated by the PDE SAS website.

**High School Level**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
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<tr>
<td>Career Education and Work</td>
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</tr>
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<td>PA Core Standards: Mathematics</td>
<td>Implemented in</td>
</tr>
<tr>
<td>Subject</td>
<td>Implementation</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Economics</td>
<td>Implemented in 50% or more of district classrooms</td>
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<tr>
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<tr>
<td>Family and Consumer Sciences</td>
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</tr>
<tr>
<td>Geography</td>
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</tr>
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<tr>
<td>School Climate</td>
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</tr>
</tbody>
</table>
Further explanation for columns selected "

Family and Consumer Sciences are being incorporated into our curriculum, using some guidance and materials indicated by the PDE SAS website.

**Fiscal Solvency Policies**

Describe policies and procedures that have been established to ensure and monitor fiscal solvency.

Every year, our goal is to maintain an operating surplus that carries over to the following year. This operating surplus facilitates our long term fiscal solvency, and can be used in emergencies, shortfalls, and funding delays. The accounting, forecasting and budgeting tasks were managed again this year by FOUNDATIONS, Inc. of Mount Laurel, NJ. FOUNDATIONS has a very experienced team of charter school finance experts who have guided the school in its financial decision making.

Our end of year surplus goal has been to have approximately 5% of the operating budget in reserve in order to ensure fiscal solvency in the coming year. Despite increasing cuts in PSERS reimbursements and changes to reimbursements by the District again during this year, the school still managed to provide a fund balance by the end of June 2018. As was the case last year, that surplus is likely to increase further, as we receive reimbursements for outlays to the 21st C CLC program. Our target for the coming year will be a 5% surplus, which we believe is achievable.

**Accounting Systems**

Explain what accounting system the charter school uses.

Please note that the charter school is required to have a system that integrates with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report utilizing Generally Accepted Accounting Principles (GAAP) for budgeting, accounting and reporting.

All financial and budgetary reports are prepared in accordance with the Generally Accepted Accounting Principles (GAAP) and the applicable standards set by the Government Accounting Standards Board (GASB). The general ledger structure and account classifications are in accordance with the Pennsylvania Department of
Education guidelines. Maritime Academy Charter School utilizes the internal controls procedures, including cash management, general ledger, financial reporting, and account and bank reconciliations provided by FOUNDATIONS, Inc., our accountant for over 4 years. In that relationship, we use Navision Financial accounting system, which is integrated with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools. As attested to by our independent financial auditor, MACS’ financial statements are presented in conformity with Generally Accepted Governmental Auditing Standards (GAGAS), using an accrual basis for accounting.

Professional Education

Characteristics

<table>
<thead>
<tr>
<th>Charter’s Professional Education Characteristics</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Increases the educator’s teaching skills based on effective practice research, with attention given to interventions for struggling students.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Increases the educator’s teaching skills based on effective practice research, with attention given to interventions for gifted students.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Empowers educators to work effectively with parents and community partners.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Charter’s Professional Education Characteristics</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania’s academic standards.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania’s academic standards.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Provides leaders with the ability to access and use appropriate data to inform decision making.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Instructs the leader in managing resources for effective results.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Provide brief explanation of your process for ensuring these selected characteristics.

Our School Leadership Team, and in particular our CEO, are intensely focused on the improvement of content knowledge of our teachers, relying on a combination of hiring, mentoring, and targeted professional development to build the skills of teachers in their particular content area. Our teachers have been trained and are being evaluated on their skills in relation to the Charlotte Danielson Framework for Effective Teaching in all 4 Domains. Our professional development and teacher evaluation will continue to focus on the development of those skills. Teachers are being provided numerous opportunities to develop their skills in differentiating instruction, particularly in generating effective learning environments for average learners, struggling learners, and advanced learners. Our work in connecting teachers with parents and the communities has been recognized by PDE as exemplary, particularly in our connection with parents and community organizations through our successful 21st Century CLC program. All teachers and administrators receive training each year in making meaningful connections to parents, and they are all evaluated based on their effectiveness in that area vis-a-vis the skills identified in the Charlotte Danielson domain of professional practice.

Our Leadership Team meets weekly to strategize and evaluate implementation of our strategies at the school wide level. We are continually reviewing student performance data, data on school attendance, data on student behaviors and perceived attitudes toward school and learning, and teacher feedback on student achievement and engagement. Our outside evaluator, Dr. Alex Schuh of FRONTIER 21 Education Solutions, assists our team with data analysis and strategic planning, and with finding resources to address the many needs that our students and families express.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

We will utilize all of the strategies identified above, as we believe that all are critical to building an effective culture of professional development in the school.

**Educator Discipline Act 126, 71**

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

<table>
<thead>
<tr>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The LEA has conducted the required training on:</td>
</tr>
<tr>
<td>11/21/2017</td>
</tr>
</tbody>
</table>

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

<table>
<thead>
<tr>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The LEA has conducted the training on:</td>
</tr>
<tr>
<td>10/6/2017</td>
</tr>
</tbody>
</table>
Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

<table>
<thead>
<tr>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The LEA plans to conduct the training on approximately:</td>
</tr>
<tr>
<td>11/9/2018</td>
</tr>
</tbody>
</table>

**Strategies Ensuring Fidelity**

*Checked answers*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators’ learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

*Unchecked answers*

None.

Provide brief explanation of your process for ensuring these selected characteristics.

Our school has a schoolwide leadership team that is fully integrated into our Professional Education planning team and our Strategic Planning team meets biweekly to discuss student and teacher needs. Based on presented evidence from across the school, including data on student achievement from academic benchmarks and state standardized tests prepared by our teachers and outside consultants, we identify needs that pertain to individual students, groups of students, individual Departments and subjects in the school, and individual teachers. The professional education program and calendar for the coming weeks, months and year are reviewed and updated to ensure that our teachers and administrators are being prepared to do
what is needed to ensure that all of our students are on track to master the PA Academic
Standards at their grade level. We have provided additional training in the Charlotte Danielson
Educator Effectiveness framework, and linked all of our teachers and administrators into the
online professional development modules provided by the State on PDESAS. All of the teachers
have professional development files, which helps them to identify their needs and opportunities
to receive training to meet those needs. All of our administrators have been trained in the
Danielson Framework, and we are evaluating all of our teachers using the Danielson Educator
Effectiveness Instruments.

Provide brief explanation for strategies not selected and how you plan to address their
incorporation.

At Maritime Charter, we use all of the techniques listed above.

**Induction Program**

**Checked answers**

- Inductees will know, understand and implement instructional practices validated by the
  LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives,
  practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives,
  practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on
  leading students to mastery of all state academic standards, assessment anchors and
  eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students
  in crisis.
- Inductees will take advantage of opportunities to engage personally with other
  members of the faculty in order to develop a sense of collegiality and camaraderie.
- All the inductees will know and meet the above goals, objectives and competencies as
  evidenced through the evaluation process.

**Unchecked answers**
Provide brief explanation of your process for ensuring these selected characteristics.

We have focused our teacher development program on coordinated and effective training based on evidence of teacher skills and deficiencies in key areas. The training provided by PDE, the School District of Philadelphia, our education consultants at FRONTIER 21 Education Solutions, and all of the online resources and evaluation forms have enabled us to develop a detailed, shared understanding of our teachers' and students' needs, and to develop our expertise in monitoring teachers' effectiveness. We evaluate all of our teachers using the Educator Effectiveness Instruments, and use data from informal observations, professional development sessions and student annual and benchmark achievement to assess the effectiveness of our new Inductees and veteran teachers. We have provided all of the teachers with a copy of Best Practices by Zimmelman as well as an overview of those practices.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

We selected all of the strategies, as our school is highly focused on developing effective teachers for our students.

**Needs of Inductees**

**Checked answers**

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
• Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

Our new teacher Inductees are brought into a system that carefully assesses student achievement in core academic areas, while simultaneously assessing teachers’ skills with regard to the proficiency on all Domains of the Charlotte Danielson Educator Effectiveness Framework. Our school has looked carefully at academic monitoring systems that can be used to direct students to supplemental assistance in and out of class during school, and to our award-winning 21st Century Community Learning Center program. We have also looked at ways to evaluate teachers to pair with detailed analysis of student achievement in order to provide targeted professional development, both for new and veteran teachers.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

There are no strategies we did not select— we use all of these strategies in a comprehensive approach to improving teaching across our school.

Mentor Characteristics

Checked answers

• Pool of possible mentors is comprised of teachers with outstanding work performance.
• Potential mentors have similar certifications and assignments.
• Potential mentors must model continuous learning and reflection.
• Potential mentors must have knowledge of LEA policies, procedures and resources.
• Potential mentors must have demonstrated ability to work effectively with students and other adults.
• Potential mentors must be willing to accept additional responsibility.
• Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
• Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

Our mentor teachers are selected by our school principals, based on their demonstrated abilities in the areas mentioned above. The principals know our teachers’ strengths and weakness, we
know their schedules, and we know whether they would be the right fit in terms of personality and the ability to dedicate time to being a mentor.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

None of the strategies above were not selected. We believe that all of the strategies and qualities mentioned above are important to having an effective mentor program.

**Induction Program Timeline**

<table>
<thead>
<tr>
<th>Topics</th>
<th>Aug-Sep</th>
<th>Oct-Nov</th>
<th>Dec-Jan</th>
<th>Feb-Mar</th>
<th>Apr-May</th>
<th>Jun-Jul</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code of Professional Practice and Conduct for Educators</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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If necessary, provide further explanation.

All topics are addressed in our New Teacher Induction program.

**Monitoring and Evaluating the Induction Program**

Identify the procedures for monitoring and evaluating the Induction program.

Our School's CEO and other members of the School Leadership Team to assess the effectiveness of the Teacher Induction Program. Assessment of the Induction Program will include a survey of participants with the intention of gathering feedback on the value of the Induction activities. We will look at student academic achievement in the form of academic grades and test scores, including PSSA tests and Keystone tests to determine the extent to which we must continue with or alter our Induction Program to meet the school's and new teachers' needs. Adjustments to the program will be made by the beginning of August, so that we can address new and veteran teachers' needs with the Induction and regular professional development program prior to the start of the new school year in September. During the New Teacher Induction
program, our new teachers will complete a needs assessment that will be incorporated into our professional development plans for the year. The evidence gathered from our new teachers during the Induction Program will periodically be reviewed by an outside evaluator, Dr. Alex Schuh of Frontier 21 Education Solutions.

In Summary, the evaluation of our Teacher Induction Plan will:
- Review the needs of new teaching staff at MACS,
- Ensure that the Induction activities (including introductory workshops, mentoring, teacher observations, professional development sessions) at the school are continuing to help our new teachers develop the skills they need to be effective, particularly as that concept is defined in the Charlotte Danielson Framework on Effective Teaching,
- Determine the relevancy of the goals laid out in our Induction Plan and Professional Education Plan,
- Analyze progress made towards the Induction Program's goals over the previous year (particularly with regard to the impact individual teachers are having on student academic growth),
- Review participant surveys from Teacher Induction and professional development workshops to determine strategies for improving those workshops in the future.

**Recording Process**

Identify the recording process for inductee participation and program completion. (Check all that apply) Checked answers
- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers
None.
Assurances

Brick and Mortar Charter Schools

No policies or procedures have been identified.

Cyber Charter Schools

No policies or procedures have been identified.

Safe and Supportive Schools

No policies or procedures have been identified.
Federal Programs

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance, and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

Maritime Academy Charter School is a single school LEA. The administrators and support staff for the LEA also operate the school. The LEA provided guidance, technical assistance and support to the development of the schoolwide program in the areas of needs assessment, comprehensive planning, implementation and evaluation by engaging in a cycle of continuously gathering data on student progress and achievement from a variety of sources, identifying problem areas where achievement and/or growth were not meeting the school's targets, identifying resources that were dedicated to meeting students' needs in those problem areas and gaps in services, developing solutions for those problem areas—e.g., applying professional development, adjusting curricula, applying those solutions, and monitoring progress. These steps have been found to lead to school improvement when followed consistently (see, e.g., https://rd.acer.org/article/five-steps-to-school-improvement). They are also consistent with Pennsylvania's recommended process for school improvement (e.g., in Pennsylvania's Standards Aligned System). The technical assistance provided was supplemented in both data collection and analysis and development and implementation of solutions by contracted outside experts FRONTIER 21 Education Solutions (data gathering and analysis, curriculum development, professional development) and Foundations, Inc. (financial consulting, budgeting and resource analysis). Both of those companies have extensive experience and track records of success in helping schools to identify problems and create solutions that lead to improved student outcomes.

The school has also entered into a consortium of schools overseen by the Delaware County IU to provide training and support for the ESL teachers and students through Title III. Our Title III funds have been allocated to DCIU for this purpose.

<table>
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<tr>
<th>Provider</th>
<th>Meeting Date</th>
<th>Type of Assistance</th>
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<td>2/13/2018</td>
<td>Student Performance Data discussion</td>
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<td>Review of federal program and ESSA law requirements</td>
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<td>8/22/2018</td>
<td>Professional Development on Curriculum and Project Based Learning</td>
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**Consolidation of Funds**

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

No, the school does not intend to consolidate the funds.
Needs Assessment

Charter School Accomplishments

**Accomplishment #1:**
PSSA proficiency scores in *English* (percentage on grade level) increased from 47% to 51% from 2018 to 2019 (+4%).

**Accomplishment #2:**
By Spring 2019, on the Keystone English Lit test, 68% of Grade 11 and 58% of Grade 12 cadets were Proficient/Advanced.

**Accomplishment #3:**
PSSA proficiency scores in *Science* (percentage on grade level) increased from 49% to 57% from 2018 to 2019 (+8%).

**Accomplishment #4:**
In 2018-19, 4th grade *Science* PSSA proficiency levels were equal to state level proficiency levels (75%).

**Accomplishment #5:**
On the PSSA English test in 2018-19, the majority of students performed at the proficient level or above overall.

**Accomplishment #6:**
In 2018-19, the number of cadets in high school scoring above 1000 on the SAT doubled from the previous year, from 13 to 27.

**Accomplishment #7:**
Average daily attendance increased from 90% in 2016-17 to 92% in the high school 2018-19.

**Accomplishment #8:**
By Spring 2019, 56% of Grade 12 cadets were Proficient/Advanced on the Keystone Biology tests.

**Accomplishment #9:**
Of the 61 seniors who graduated in 2019, forty-five (45) will be attending college, four (4) are entering the military, one (1) will be attending Maine Maritime Academy, and eleven (11) are entering the workforce.

**Accomplishment #10:**
Students performed well on Advanced Placement courses in 2018-19. Twenty-one (21) seniors completed advanced placement courses (1/3 of the class of 61) – 11 scored 3 or above and earned three college credits for each course completed – a total of 33 college credits earned.

**Accomplishment #11:**
In 2018-19, 3rd grade Math PSSA proficiency was very close to state proficiency levels (55%).

**Accomplishment #12:**
In 2018-19, 6th grade English PSSA proficiency was very close to state level proficiency (60%). In 2019, 6th graders improved their performance on the PSSA English exam by 26% over the previous year.

**Accomplishment #13:**
Only 6.4% of Elementary students were recorded as chronically absent in 2018-19 (attending fewer than 90% of days).

**Accomplishment #14:**
In 2018, all student groups met the standard demonstrating growth (PVAAS) in English Language Arts.

**Accomplishment #15:**
In 2018, all student groups met the standard demonstrating growth (PVAAS) in Science/Biology (2018).

**Charter School Concerns**

**Concern #1:**
PSSA proficiency scores in Math (percentage on grade level) declined 4% from 2018 to 2019 (26% to 22%). Over 50% of 7th and 8th grade students scored below basic on PSSA Math in 2018-19. On the 2019 Math PSSA, the majority of students answered only a “low” number of items correctly in each subtopic. PSSA proficiency scores in Math in 2019 were below State PSSA proficiency (2018) by 20% (22% vs. 42%).

**Concern #2:**
On the Algebra Keystone test in 2019, only 8.7% of students scored Proficient/Advanced.

**Concern #3:**
Almost one quarter of high school students was chronically absent (23.9%), meaning they missed 10% or more of the school days (18 school days or more). [Chronically absent students are highly likely to fail multiple subjects and drop out of school.]

**Concern #4:**
33% fewer 8th graders scored proficient on Science PSSA tests than 4th graders in both 2018 and 2019 (8th grade: 36% and 42% proficient; 4th grade: 69% and 75% proficient). 8th grade PSSA Science proficiency was 21% lower than state levels.

**Concern #5:**
On the Biology Keystone test in 2019, only 17.5% of students scored Proficient/Advanced.

**Concern #6:**
On the English Keystone test in 2019, only 39% of test takers scored proficient.

**Concern #7:**
PSSA proficiency scores in English in 2019 were below State PSSA proficiency (2018) by 10% (51% vs. 61%).

**Concern #8:**
On the PSSA English test, two grades' proficiency levels declined from 2018 to 2019 (3rd grade and 8th grade).

**Prioritized Systemic Challenges**

**Systemic Challenge #1 (Guiding Question #3)** Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

**Aligned Concerns:**

PSSA proficiency scores in Math (percentage on grade level) declined 4% from 2018 to 2019 (26% to 22%). Over 50% of 7th and 8th grade students scored below basic on PSSA Math in 2018-19. On the 2019 Math PSSA, the majority of students answered only a “low” number of
items correctly in each subtopic. PSSA proficiency scores in Math in 2019 were below State PSSA proficiency (2018) by 20% (22% vs. 42%).

On the Algebra Keystone test in 2019, only 8.7% of students scored Proficient/Advanced.

33% fewer 8th graders scored proficient on Science PSSA tests than 4th graders in both 2018 and 2019 (8th grade: 36% and 42% proficient; 4th grade: 69% and 75% proficient). 8th grade PSSA Science proficiency was 21% lower than state levels.

On the Biology Keystone test in 2019, only 17.5% of students scored Proficient/Advanced.

On the English Keystone test in 2019, only 39% of test takers scored proficient.

PSSA proficiency scores in English in 2019 were below State PSSA proficiency (2018) by 10% (51% vs. 61%).

On the PSSA English test, two grades' proficiency levels declined from 2018 to 2019 (3rd grade and 8th grade).

**Systemic Challenge #2 (Guiding Question #4)** Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

**Aligned Concerns:**

PSSA proficiency scores in Math (percentage on grade level) declined 4% from 2018 to 2019 (26% to 22%). Over 50% of 7th and 8th grade students scored below basic on PSSA Math in 2018-19. On the 2019 Math PSSA, the majority of students answered only a “low” number of items correctly in each subtopic. PSSA proficiency scores in Math in 2019 were below State PSSA proficiency (2018) by 20% (22% vs. 42%).
On the Algebra Keystone test in 2019, only 8.7% of students scored Proficient/Advanced.

33% fewer 8th graders scored proficient on Science PSSA tests than 4th graders in both 2018 and 2019 (8th grade: 36% and 42% proficient; 4th grade: 69% and 75% proficient). 8th grade PSSA Science proficiency was 21% lower than state levels.

On the Biology Keystone test in 2019, only 17.5% of students scored Proficient/Advanced.

PSSA proficiency scores in English in 2019 were below State PSSA proficiency (2018) by 10% (51% vs. 61%).

On the PSSA English test, two grades' proficiency levels declined from 2018 to 2019 (3rd grade and 8th grade).

Systemic Challenge #3 (Guiding Question #2) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

PSSA proficiency scores in Math (percentage on grade level) declined 4% from 2018 to 2019 (26% to 22%). Over 50% of 7th and 8th grade students scored below basic on PSSA Math in 2018-19. On the 2019 Math PSSA, the majority of students answered only a “low” number of items correctly in each subtopic. PSSA proficiency scores in Math in 2019 were below State PSSA proficiency (2018) by 20% (22% vs. 42%).

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33% fewer 8th graders scored proficient on Science PSSA tests than 4th graders in both 2018 and 2019 (8th grade: 36% and 42% proficient; 4th grade: 69% and 75% proficient). 8th grade PSSA Science proficiency was 21% lower than state levels.
On the Biology Keystone test in 2019, only 17.5% of students scored Proficient/Advanced.

PSSA proficiency scores in English in 2019 were below State PSSA proficiency (2018) by 10% (51% vs. 61%).

On the PSSA English test, two grades' proficiency levels declined from 2018 to 2019 (3rd grade and 8th grade).

**Systemic Challenge #4 (Guiding Question #5)** Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

**Aligned Concerns:**

PSSA proficiency scores in Math (percentage on grade level) declined 4% from 2018 to 2019 (26% to 22%). Over 50% of 7th and 8th grade students scored below basic on PSSA Math in 2018-19. On the 2019 Math PSSA, the majority of students answered only a "low" number of items correctly in each subtopic. PSSA proficiency scores in Math in 2019 were below State PSSA proficiency (2018) by 20% (22% vs. 42%).

On the Algebra Keystone test in 2019, only 8.7% of students scored Proficient/Advanced.

33% fewer 8th graders scored proficient on Science PSSA tests than 4th graders in both 2018 and 2019 (8th grade: 36% and 42% proficient; 4th grade: 69% and 75% proficient). 8th grade PSSA Science proficiency was 21% lower than state levels.

On the Biology Keystone test in 2019, only 17.5% of students scored Proficient/Advanced.

On the English Keystone test in 2019, only 39% of test takers scored proficient.
PSSA proficiency scores in **English** in 2019 were below State PSSA proficiency (2018) by 10% (51% vs. 61%).

On the PSSA English test, two grades' proficiency levels declined from 2018 to 2019 (3rd grade and 8th grade).

**Systemic Challenge #5 (Guiding Question #1)** Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

**Aligned Concerns:**

Almost one quarter of high school students was chronically absent (23.9%), meaning they missed 10% or more of the school days (18 school days or more). [Chronically absent students are highly likely to fail multiple subjects and drop out of school.]

**Systemic Challenge #6 (Guiding Question #6)** Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Aligned Concerns:**

Almost one quarter of high school students was chronically absent (23.9%), meaning they missed 10% or more of the school days (18 school days or more). [Chronically absent students are highly likely to fail multiple subjects and drop out of school.]
Charter School Level Plan

Action Plans

**Goal #1:** Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

**Related Challenges:**

- Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

**Indicators of Effectiveness:**

Type: Annual

Data Source: PSSA Scores in Math, English, Science.

Specific Targets: 36% will achieve proficiency on the Math PSSAs by 2020-21 (10 percentage point improvement over 3 years.)

57% will achieve proficiency on the English PSSAs by 2020-21 (10 percentage point improvement over 3 years.)

59% will achieve proficiency on the Science PSSAs by 2020-21 (10 percentage point improvement over 3 years.)

Type: Annual

Data Source: Keystone Scores in Math, English, Science (11th grade banked).

Specific Targets: 66% will pass Algebra I Keystone Exam by 2020-21 (11 percentage point improvement over 3 years.)

65% will pass Biology Keystone Exam by 2020-21 (10 percentage point improvement over 3 years.)
77% will pass English Literature Keystone Exam by 2020-21 (10 percentage point improvement over 3 years.)

Type: Annual

Data Source: Keystone scores in Math, English, Science (annual)

Specific Targets: Biology 1 50% proficient or advanced in 2019-20

English Lit 58% proficient or advanced in 2019-20

Type: Annual

Data Source: Keystone Scores

Specific Targets: 75% of all 11th graders will be proficient or advanced in all 3 keystone exams by 2020.

**Strategies:**

*Common Assessment within Grade/Subject*

**Description:**

Maritime teachers will use CDTs for diagnostics and Study Island for benchmarks to improve feedback on learning of individual students and groups of students to improve instructional planning. WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf))

**Curriculum Mapping**

**Description:**

A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

**SAS Alignment:** Curriculum Framework

**Pennsylvania Career Education and Work Standards Toolkit**

**Description:**

This electronic toolkit provides resources, references, crosswalks and other tools to assist elementary, middle and high schools teachers and administrators in implementing the Pennsylvania (PA) Career Education and Work Standards. The Career Education and Work Standards, Chapter 4 of Title 22, are part of the State Board of Education's regulations of required education for all students in Pennsylvania. (Sources: [PA Career Standards](#))

**SAS Alignment:** Materials & Resources

**Implementation Steps:**

*Professional Development Workshops on mapping curriculum to PA Core Academic Standards in Math*

**Description:**

Hold a series of workshops, beginning in the summer and continuing throughout the school year, led by professional development and content experts on mapping curriculum to the PA Academic Standards and organizing coursework to address core content and assessment anchors in the PA State standardized tests in Math. Teach teachers how to teach math across subjects.

**Start Date:** 9/12/2018  
**End Date:** 6/10/2020
Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Common Assessment within Grade/Subject
- Curriculum Mapping

Professional Development Workshops and coaching on mapping curriculum to PA Core Academic Standards in Math

Description:

Hold a series of workshops, beginning in the summer and continuing throughout the school year, led by professional development and content experts on mapping curriculum to the PA Academic Standards and organizing coursework to address core content and assessment anchors in the PA State standardized tests in Math. Teach teachers how to teach and incorporate math and numerical thinking across subjects.

Start Date: 8/20/2018   End Date: 8/28/2020

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Common Assessment within Grade/Subject
- Curriculum Mapping

Professional Development Workshops on mapping curriculum to PA Core Academic Standards in Science

Description:

Hold a series of workshops, beginning in the summer and continuing throughout the school year, led by professional development and content experts on mapping curriculum to the PA Academic Standards and organizing coursework to address core content and assessment anchors in the PA State standardized tests in Science. Teach teachers how to teach reading across subjects, teach writing across subjects, and teach public speaking across subjects.

Start Date: 8/20/2018   End Date: 8/28/2020
Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject
- Curriculum Mapping

*Integrate career education content and Maritime Studies into the core curriculum*

Description:

Integrate career education standards and maritime content into every course in the school.

Start Date: 9/7/2018    End Date: 6/20/2020

Program Area(s): Professional Education

Supported Strategies:

- Pennsylvania Career Education and Work Standards Toolkit

**Goal #2:** Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Related Challenges:

- Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: Teacher evaluations using Educator Effectiveness Instruments

Specific Targets: 90% of teachers will receive a score of 2 or higher in all 4 domains of the Educator Effectiveness evaluation tool.
Type: Annual
Data Source: PSSA Tests- Math, English, Science

Specific Targets: 36% will achieve proficiency on the Math PSSAs by 2020-21 (10 percentage point improvement over 3 years.)

57% will achieve proficiency on the English PSSAs by 2020-21 (10 percentage point improvement over 3 years.)

59% will achieve proficiency on the Science PSSAs by 2020-21 (10 percentage point improvement over 3 years.)

Type: Annual
Data Source: Keystone Tests- Algebra 1, Biology 1, Literature

Specific Targets: 66% will pass Algebra I Keystone Exam by 2020-21 (11 percentage point improvement over 3 years.)

65% will pass Biology Keystone Exam by 2020-21 (10 percentage point improvement over 3 years.)

77% will pass English Literature Keystone Exam by 2020-21 (10 percentage point improvement over 3 years.)

Strategies:

Instructional Coaching: The Principles of Partnership

Description: Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of
roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source:  
http://instructionalcoach.org/about/about-coaching Resource:  
http://effectivestrategies.wiki.caiu.org/Professional+Development)

**SAS Alignment:** Instruction

**Differentiating Instruction**

**Description:** Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence,  
http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf; Learning Styles,  
http://en.wikipedia.org/wiki/Learning_styles#cite_note-33; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades,  
http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf; Differentiated Instruction Reexamined,  
http://www.hepg.org/hel/article/499; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms,  
http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf)

**SAS Alignment:** Instruction

**Charlotte Danielson Framework**

**Description:**

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility (Sources: The Framework)

**SAS Alignment:** Instruction

**Effective Teaching Principles**

**Description:**

Effective instruction encompasses more than your lesson plans - it defines the arrangement of your classroom, how you allocate instructional time, the supplemental resources you select, how you determine whether your students are learning, and the way you communicate with your students' families. (Sources: Getting Acquainted with the Essential Nine, Research-
Implementation Steps:

Develop strategies for differentiating instruction for students at different levels in all key subject areas

Description:

All teachers will study differentiation techniques and learn how to differentiate each course for students learning at different levels of skill and content, so that each student’s progress can be accelerated toward mastery of the Pennsylvania Academic Standards for that course/subject/grade level.

Start Date: 9/4/2018    End Date: 6/15/2020

Program Area(s): Professional Education, Teacher Induction, Gifted Education

Supported Strategies:

- Instructional Coaching: The Principles of Partnership
- Differentiating Instruction
- Effective Teaching Principles

Professional Development Workshops on mapping curriculum to PA Core Academic Standards in Math

Description:

Hold a series of workshops, beginning in the summer and continuing throughout the school year, led by professional development and content experts on mapping curriculum to the PA Academic Standards and organizing coursework to address core content and assessment anchors in the PA State standardized tests in Math. Teach teachers how to teach math across subjects.

Start Date: 9/12/2018    End Date: 6/10/2020

Program Area(s): Professional Education, Teacher Induction
Supported Strategies:

- Instructional Coaching: The Principles of Partnership
- Differentiating Instruction
- Effective Teaching Principles

_Please note:_

**Coach teachers in methods of engaging students in learning through projects**

Description:

Teachers will be coached in methods to effectively include students of all levels in learning activities through the use of projects that focus on mastering PA academic standards, and working in teams.

Start Date: 9/15/2018   End Date: 6/14/2022

Program Area(s): Professional Education, Teacher Induction, Special Education

Supported Strategies:

- Instructional Coaching: The Principles of Partnership
- Effective Teaching Principles

**Professional Learning Community**

Description:

Build Professional Learning Communities across the school that include all teachers, led by lead teachers. Include Train the Trainer, Web as a tool for resources, Coaching, mentoring and feedback loops.

Start Date: 8/27/2018   End Date: 6/12/2022

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Instructional Coaching: The Principles of Partnership
- Differentiating Instruction
- Charlotte Danielson Framework
- Effective Teaching Principles
Teaching Diverse Learners in an Inclusive Setting

Description:

Teachers will learn how to address the academic and social/emotional learning needs of diverse learners in inclusive settings. Professional coaches will teach teachers how to use instructional techniques to educate diverse students in their classrooms. Evidence of success will include teacher observations conducted at least annually and weekly lesson plan reviews that indicate that teachers are working toward fully including diverse students in learning programs.

Start Date: 8/14/2019   End Date: 6/15/2020

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Instructional Coaching: The Principles of Partnership
- Differentiating Instruction

Improving Language Literacy Acquisition

Description:

Maritime Charter will improve language literacy acquisition by teaching ESL teachers work with classroom teachers at all grade levels to provide push-in services, and by teaching classroom teachers how to work with ESL teachers to provide integrated language support for ELL students.

Start Date: 11/7/2018   End Date: 4/15/2020

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching: The Principles of Partnership
- Differentiating Instruction
- Effective Teaching Principles
**Goal #3**: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

**Related Challenges:**

- Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

**Indicators of Effectiveness:**

**Type**: Annual

**Data Source**: PSSA Test scores in Math, English, Science, overall and by grade level.

**Specific Targets**: 36% will achieve proficiency on the Math PSSAs by 2020-21 (10 percentage point improvement over 3 years.)

57% will achieve proficiency on the English PSSAs by 2020-21 (10 percentage point improvement over 3 years.)

59% will achieve proficiency on the Science PSSAs by 2020-21 (10 percentage point improvement over 3 years.)

**Type**: Annual

**Data Source**: Keystone Exams in English (English Literature), Math (Algebra) and Science (Biology)

**Specific Targets**: 63% will pass Algebra I Keystone Exam by 2020-21 (10 percentage point improvement over 3 years.)

55% will pass Biology Keystone Exam by 2020-21 (10 percentage point improvement over 3 years.)

73% will pass English Literature Keystone Exam by 2020-21 (10 percentage point improvement over 3 years.)
Type: Interim

Data Source: Powerschool benchmarks in Math, English and Science, fall to spring

Specific Targets: +10% projected proficiency growth, fall to spring, each year for 3 years.

Type: Annual

Data Source: PSAT Scores

Specific Targets: The number of students scoring 1000 or more on the PSAT (SAT equivalent) will increase to 11 or more.

**Strategies:**

*Common Assessment within Grade/Subject*

**Description:**

Maritime teachers will use CDTs for diagnostics and Study Island for benchmarks to improve feedback on learning of individual students and groups of students to improve instructional planning. WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf))


**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources
Using Student Achievement Data to Support Instructional Decision Making

Description:

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. Despite this trend, questions about how educators should use data to make instructional decisions remain mostly unanswered. In response, this guide provides a framework for using student achievement data to support instructional decision making. (Sources: Using Student Achievement Data to Support Instructional Decision Making)

SAS Alignment: Assessment, Instruction

Classroom Diagnostic Tools (CDT)

Description:

Classroom Diagnostic Tools (CDT) are based on content assessed by the Keystone Exams and the Pennsylvania System of School Assessment (PSSA). Although not a predictor for PSSA and Keystone Exam performance, CDTs provide a snapshot on why and how students may still be struggling or exceeding grade and/or course Eligible Content. The CDT data, along with other data, informs instruction in a timely and efficient manner. (Sources: Classroom Diagnostic Tools (CDT))

SAS Alignment: Assessment

Implementation Steps:

Develop strategies for differentiating instruction for students at different levels in all key subject areas

Description:

All teachers will study differentiation techniques and learn how to differentiate each course for students learning at different levels of skill and content, so that each student's progress can be accelerated toward mastery of the Pennsylvania Academic Standards for that course/subject/grade level.

Start Date: 9/4/2018   End Date: 6/15/2020
Program Area(s): Professional Education, Teacher Induction, Gifted Education

Supported Strategies:

- Common Assessment within Grade/Subject
- Using Student Achievement Data to Support Instructional Decision Making
- Classroom Diagnostic Tools (CDT)

*Train all teachers in the use of technological learning tools to boost academic growth and performance*

Description:

Train all teachers in methods of using learning technologies (e.g., notebook computers, tablets, and online curriculum) with their students inside and outside of the classroom to help all students master the Pennsylvania Academic Standards. Provide support and coaching for teachers to create the Powerschool modules and assessments necessary to gauge and support student achievement of the standards in all subjects at all grade levels.

**Start Date:** 9/4/2018  **End Date:** 6/12/2021

Program Area(s): Professional Education, Teacher Induction, Educational Technology

Supported Strategies:

- Common Assessment within Grade/Subject
- Using Student Achievement Data to Support Instructional Decision Making
- Classroom Diagnostic Tools (CDT)

*Implement benchmark testing in all tested subjects and grades (e.g., Math, English and Science)*

Description:

Benchmark Testing will be implemented throughout the school for diagnostic and monitoring purposes, linked to the academic standards in Math, English and Science. Tests will be based largely on the Powerschool unified classroom assessments and Classroom Diagnostic Tests (in high school). All teachers will
be trained on the use of benchmark assessments and how to align their instruction to differentiate for student needs. Results will be monitored for students and teachers by the Principals and CEO.

**Start Date:** 9/7/2018   **End Date:** 6/9/2020

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- Common Assessment within Grade/Subject
- Using Student Achievement Data to Support Instructional Decision Making
- Classroom Diagnostic Tools (CDT)

**Goal #4:** Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school’s goals for student growth and continuous school improvement.

**Indicators of Effectiveness:**

**Type:** Annual

**Data Source:** PSSA Tests- Math, English, Science

**Specific Targets:**
- 36% will achieve proficiency on the Math PSSAs by 2020-21 (10 percentage point improvement over 3 years.)
- 57% will achieve proficiency on the English PSSAs by 2020-21 (10 percentage point improvement over 3 years.)
- 59% will achieve proficiency on the Science PSSAs by 2020-21 (10 percentage point improvement over 3 years.)

**Type:** Annual

**Data Source:** Keystone Tests- Algebra 1, Biology 1, Literature; SAT test scores
Specific Targets: 63% will pass Algebra I Keystone Exam by 2020-21 (10 percentage point improvement over 3 years.)

55% will pass Biology Keystone Exam by 2020-21 (10 percentage point improvement over 3 years.)

73% will pass English Literature Keystone Exam by 2020-21 (10 percentage point improvement over 3 years.)

Type: Annual

Data Source: SAT Scores/ ACT Scores

Specific Targets: Number of students scoring above 1000 on the SAT will be 16 or more.

Type: Annual

Data Source: AP Scores

Specific Targets: Number of students scoring a 3 or better on AP tests will increase to 3 or more annually.

Type: Annual

Data Source: PSAT

Specific Targets: Number of students scoring 1000 or better on PSAT (equivalent of SAT score) will be 10 or more.

Type: Annual

Data Source: Student community service hours
Specific Targets: 100% of students will complete 20 or more hours of community service prior to graduating.

**Strategies:**

**Curriculum Mapping**

*Description:*

A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

**SAS Alignment:** Curriculum Framework

**Pennsylvania Career Education and Work Standards Toolkit**

*Description:*

This electronic toolkit provides resources, references, crosswalks and other tools to assist elementary, middle and high schools teachers and administrators in implementing the Pennsylvania (PA) Career Education and Work Standards. The Career Education and Work Standards, Chapter 4 of Title 22, are part of the State Board of Education's regulations of required education for all students in Pennsylvania. (Sources: [PA Career Standards](#))

**SAS Alignment:** Materials & Resources

**Technology Infrastructure Enhancement/Technology Access and Training Increase**

*Description:*

The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: [http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf](http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf))

**SAS Alignment:** Instruction, Materials & Resources

**Implementation Steps:**
Implement blended learning and one-to-one computing throughout all classes in high school.

Description:
Implement blended learning through use of one-to-one computing throughout high school. Purchase and install notebook computers and online software that is correlated to the Pennsylvania Academic Standards in all areas. Provide efficient and effective support to ensure good working condition of technology.

Start Date: 9/13/2018   End Date: 6/16/2022

Program Area(s): Student Services, Educational Technology

Supported Strategies:
• Technology Infrastructure Enhancement/Technology Access and Training Increase

Train all teachers in the use of technological learning tools to boost academic growth and performance

Description:
Train all teachers in methods of using learning technologies (e.g., notebook computers, tablets, and online curriculum) with their students inside and outside of the classroom to help all students master the Pennsylvania Academic Standards. Provide support and coaching for teachers to create the Powerschool modules and assessments necessary to gauge and support student achievement of the standards in all subjects at all grade levels.

Start Date: 9/4/2018   End Date: 6/12/2021

Program Area(s): Professional Education, Teacher Induction, Educational Technology

Supported Strategies:
• Technology Infrastructure Enhancement/Technology Access and Training Increase
Integrate career education content and Maritime Studies into the core curriculum

Description:
Integrate career education standards and maritime content into every course in the school.

Start Date: 9/7/2018   End Date: 6/20/2020

Program Area(s): Professional Education

Supported Strategies:
- Pennsylvania Career Education and Work Standards Toolkit

Develop a Community Service Program/ Requirement

Description:
Develop a community service program that connects students with community service projects and documents their 20 hours of community service prior to high school graduation.

Start Date: 8/29/2019   End Date: 8/29/2022

Program Area(s): Student Services

Supported Strategies:
- Pennsylvania Career Education and Work Standards Toolkit

Goal #5: Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Indicators of Effectiveness:
Type: Annual
Data Source: PSSA Scores in Math, English and Science.

Specific Targets: 36% will achieve proficiency on the Math PSSAs by 2020-21 (10 percentage point improvement over 3 years.)

57% will achieve proficiency on the English PSSAs by 2020-21 (10 percentage point improvement over 3 years.)

59% will achieve proficiency on the Science PSSAs by 2020-21 (10 percentage point improvement over 3 years.)

Type: Annual

Data Source: Keystone scores in Math, English, and Science (11th grade banked)

Specific Targets: 66% will pass Algebra I Keystone Exam by 2020-21 (11 percentage point improvement over 3 years.)

65% will pass Biology Keystone Exam by 2020-21 (10 percentage point improvement over 3 years.)

77% will pass English Literature Keystone Exam by 2020-21 (10 percentage point improvement over 3 years.)

Type: Annual

Data Source: Keystone scores in Math, English and Science-- Annual

Specific Targets: Algebra 1- 42% of test takers proficient or advanced in 2019-20

Biology 1- 47% of test takers proficient or advanced in 2019-20

English Lit- 51% of test takers proficient or advanced in 2019-20

Type: Annual
Data Source: High school grades

Specific Targets: Reduce number of students failing one or more high school class to 13 or fewer.

**Strategies:**

*Instructional Coaching: The Principles of Partnership*

**Description:** Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: [http://instructionalcoach.org/about/about-coaching](http://instructionalcoach.org/about/about-coaching) Resource: [http://effectivestrategies.wiki.caiu.org/Professional+Development](http://effectivestrategies.wiki.caiu.org/Professional+Development))

**SAS Alignment:** Instruction

*Charlotte Danielson Framework*

**Description:**

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility (Sources: [The Framework](http://instructionalcoach.org/about/about-coaching))

**SAS Alignment:** Instruction

*Effective Teaching Principles*

**Description:**

Effective instruction encompasses more than your lesson plans - it defines the arrangement of your classroom, how you allocate instructional time, the supplemental resources you select, how you determine whether your students are learning, and the way you communicate with your students' families. (Sources: [Getting Acquainted with the Essential Nine](http://instructionalcoach.org/about/about-coaching), [Research-Based Effective Teaching Principles](http://instructionalcoach.org/about/about-coaching), [Principles of Instruction](http://instructionalcoach.org/about/about-coaching), [Instructional Practices for an Effective Classroom](http://instructionalcoach.org/about/about-coaching))

**SAS Alignment:** Instruction
Using Student Achievement Data to Support Instructional Decision Making

Description:

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. Despite this trend, questions about how educators should use data to make instructional decisions remain mostly unanswered. In response, this guide provides a framework for using student achievement data to support instructional decision making. (Sources: Using Student Achievement Data to Support Instructional Decision Making)

SAS Alignment: Assessment, Instruction

Implementation Steps:

Implement blended learning and one-to-one computing throughout all classes in high school.

Description:

Implement blended learning through use of one-to-one computing throughout high school. Purchase and install notebook computers and online software that is correlated to the Pennsylvania Academic Standards in all areas. Provide efficient and effective support to ensure good working condition of technology.

Start Date: 9/13/2018    End Date: 6/16/2022

Program Area(s): Student Services, Educational Technology

Supported Strategies:

- Instructional Coaching: The Principles of Partnership
- Using Student Achievement Data to Support Instructional Decision Making

Train all teachers in the use of technological learning tools to boost academic growth and performance
Description:

Train all teachers in methods of using learning technologies (e.g., notebook computers, tablets, and online curriculum) with their students inside and outside of the classroom to help all students master the Pennsylvania Academic Standards. Provide support and coaching for teachers to create the Powerschool modules and assessments necessary to gauge and support student achievement of the standards in all subjects at all grade levels.

Start Date: 9/4/2018   End Date: 6/12/2021

Program Area(s): Professional Education, Teacher Induction, Educational Technology

Supported Strategies:

- Instructional Coaching: The Principles of Partnership
- Effective Teaching Principles
- Using Student Achievement Data to Support Instructional Decision Making

Coach teachers in methods of engaging students in learning through projects

Description:

Teachers will be coached in methods to effectively include students of all levels in learning activities through the use of projects that focus on mastering PA academic standards, and working in teams.

Start Date: 9/15/2018   End Date: 6/14/2022

Program Area(s): Professional Education, Teacher Induction, Special Education

Supported Strategies:

- Instructional Coaching: The Principles of Partnership

Goal #6: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.
Indicators of Effectiveness:

Type: Annual

Data Source: Annual attendance data

Specific Targets: Maritime's percent of "chronically absent" students will decrease to 10% by the end of 2019-20. (Chronically absent = missed 18 school days (10%) or more.)

Type: Annual

Data Source: Percentage of students suspended out of school in middle school

Specific Targets: Percentage of students suspended out of school in middle school will decrease to 12 or fewer by the end 2019-20.

Type: Annual

Data Source: High school student detentions

Specific Targets: Number of high school students assigned to detention will decrease to fewer than 30 per month in 2019-20.

Type: Annual

Data Source: Average daily attendance in the high school

Specific Targets: Average daily attendance in the high school will increase to 92% in 2019 and 93% in 2020.

Strategies:

Pennsylvania's Schoolwide Positive Behavior Support System

Description:

Schoolwide Positive Behavior Support (SWPBS) is a proactive approach to discipline that promotes appropriate student behavior and increased learning.
Traditionally, models of school discipline tend to be reactive (i.e., student misbehavior results in punitive consequences). The word "approach" is key in that SWPBS provides direction, not a canned program, for developing a comprehensive system of behavior support tailored to individual school needs. (Sources: [Positive Behavioral Interventions & Supports](#), [Pennsylvania’s Schoolwide Positive Behavior Interventions and Supports System: An Introduction](#), [Pennsylvania’s Schoolwide Positive Behavior Support System: An Introduction](#))

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Safe and Supportive Schools

**Pennsylvania's Schoolwide Positive Behavior Support System**

**Description:**

Schoolwide Positive Behavior Support (SWPBS) is a proactive approach to discipline that promotes appropriate student behavior and increased learning. Traditionally, models of school discipline tend to be reactive (i.e., student misbehavior results in punitive consequences). The word "approach" is key in that SWPBS provides direction, not a canned program, for developing a comprehensive system of behavior support tailored to individual school needs. (Sources: [Positive Behavioral Interventions & Supports](#), [Pennsylvania’s Schoolwide Positive Behavior Interventions and Supports System: An Introduction](#), [Pennsylvania’s Schoolwide Positive Behavior Support System: An Introduction](#))

**SAS Alignment:** Safe and Supportive Schools

**SAS: Early Warning System**

**Description:**

The Educator Dashboard Early Warning System (EWS) is a free, voluntary tool available to all commonwealth LEAs. Building upon existing data, the EWS provides a lens through which schools are able to identify students at risk of dropping out, build a library of district-specific interventions, increase community partnerships and support schools set goals for student achievement improve student success rates. (Sources: [SAS: Early Warning System](#))

**SAS Alignment:** Assessment, Instruction, Materials & Resources, Safe and Supportive Schools

*Implementation Steps:*
**Attendance Intervention**

**Description:**

Counselors, Advisors and special education teachers will review attendance daily, set goals with students and parents, maintain active communication with guardians/parents of students with 8+ absences. Provide counseling to students, assign study hall to make up work, and submit court referrals.

**Start Date:** 8/27/2018    **End Date:** 6/16/2021

**Program Area(s):** Student Services

**Supported Strategies:**

- Pennsylvania’s Schoolwide Positive Behavior Support System
- SAS: Early Warning System

**Develop a Community Service Program/ Requirement**

**Description:**

Develop a community service program that connects students with community service projects and documents their 20 hours of community service prior to high school graduation.

**Start Date:** 8/29/2019    **End Date:** 8/29/2022

**Program Area(s):** Student Services

**Supported Strategies:**

- Pennsylvania’s Schoolwide Positive Behavior Support System
- SAS: Early Warning System

**Train Teachers in Responsive Classroom**

**Description:**
All teachers and teacher assistants in the school will be trained in how to engage their students in positive behaviors and in how to support students to make positive decisions that improve their communities.

Start Date: 8/28/2018    End Date: 8/19/2020

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Pennsylvania's Schoolwide Positive Behavior Support System
- Pennsylvania's Schoolwide Positive Behavior Support System
Appendix: Professional Development Implementation
Step Details

LEA Goals Addressed:
Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.
Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

Strategy #1: Common Assessment within Grade/Subject
Strategy #2: Curriculum Mapping

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/12/2018</td>
<td>6/10/2020</td>
<td>Professional Development Workshops on mapping curriculum to PA Core Academic Standards in Math</td>
<td>Hold a series of workshops, beginning in the summer and continuing throughout the school year, led by professional development and content experts on mapping curriculum to the PA Academic Standards and organizing coursework to address core content and assessment anchors in the PA State standardized tests in Math. Teach teachers how to teach math across subjects.</td>
</tr>
</tbody>
</table>

Person Responsible: SH
CEOs

Provider:
professional English teaching coaches

Type: Individual
App.: Yes

Knowledge:
Teachers and administrators learn methods of teaching reading and writing across the curriculum. Teachers map curriculum and lessons to PA Academic Standards in MATH at all grade levels and in multiple courses.
Supportive Research

Teaching math requires discussion of the value and use of math in multiple subjects and contexts. Teaching specific academic standards requires ensuring that those standards are mapped to curriculum and lesson plans and given sufficient time for students to learn and practice the content.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

- Series of Workshops
- School Whole Group Presentation
- Department Focused Presentation
- Professional Learning Communities

Participant Roles

- Classroom teachers
- Principals / Asst. Principals
- Supt / Ast Supts / CEO / Ex Dir
- Other educational

Grade Levels

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)
Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussion

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Review of participant lesson plans

LEA Goals Addressed:
Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

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<th>Start</th>
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<tr>
<td>8/20/2018</td>
<td>8/28/2020</td>
<td>Professional Development Workshops and coaching on mapping curriculum to PA Core Academic Standards in Math</td>
<td>Hold a series of workshops, beginning in the summer and continuing throughout the school year, led by professional development and content experts on mapping curriculum to the PA Academic Standards and organizing coursework to address core content and assessment anchors in the PA State standardized tests in Math. Teach teachers how to teach and incorporate math and numerical thinking across subjects.</td>
</tr>
</tbody>
</table>

Person Responsible | SH | S | EP | Provider | Type | App.
Teachers and administrators learn methods of teaching reading and writing across the curriculum. Teachers map curriculum and lessons to PA Academic Standards in Math at all grade levels and in multiple courses.

**Knowledge**

Teaching math in context is more engaging for many students, and the ability to think mathematically is enhanced when methods are taught within the subjects being studied (e.g., asking and answering numerical questions, thinking critically about amounts and percentages). Teaching specific academic standards requires ensuring that those standards are mapped to curriculum and lesson plans and given sufficient time for students to learn and practice the content.

**Supportive Research**

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
### Training Format
- Series of Workshops
- School Whole Group Presentation
- Professional Learning Communities

### Participant Roles
- Classroom teachers
- Principals / Asst. Principals
- Other educational specialists

### Grade Levels
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

### Grade Levels
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

### Follow-up Activities
- Peer-to-peer lesson discussion
- Joint planning period activities

### Evaluation Methods
- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Review of participant lesson plans

### LEA Goals Addressed:
Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

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</table>

| Strategy #1: Common Assessment within Grade/Subject |
| Strategy #2: Curriculum Mapping |
Hold a series of workshops, beginning in the summer and continuing throughout the school year, led by professional development and content experts on mapping curriculum to the PA Academic Standards and organizing coursework to address core content and assessment anchors in the PA State standardized tests in Science. Teach teachers how to teach reading across subjects, teach writing across subjects, and teach public speaking across subjects.

**Knowledge**

Teachers will learn the academic content standards for teaching science and improved methods for differentiating science standards. Teachers will learn how to incorporate the science and technology standards into their daily lesson plans and assessments.

**Supportive Research**

Students learn the content of scientific knowledge and scientific methods by asking and attempting to answer complex questions that are meaningful to them. See, e.g. Novak, J.D., & Gowen, D.B. (1984). Learning how to learn. Cambridge, England: Cambridge University Press. Also, Grant Wiggins' work on authentic learning.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on
### Training Format

- Series of Workshops
- Professional Learning Communities

### Participant Roles

<table>
<thead>
<tr>
<th>Classroom teachers</th>
<th>Elementary - Primary (preK - grade 1)</th>
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<tbody>
<tr>
<td>Principals / Asst. Principals</td>
<td>Elementary - Intermediate (grades 2-5)</td>
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<tr>
<td>Other educational specialists</td>
<td>Middle (grades 6-8)</td>
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<tr>
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<td>High (grades 9-12)</td>
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### Grade Levels

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

### Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Peer-to-peer lesson discussion
- Joint planning period activities

### Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Review of written reports summarizing instructional activity

### LEA Goals Addressed:

Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

### Strategy #1: Pennsylvania Career Education and Work Standards Toolkit
Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school’s goals for student growth and continuous school improvement.

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/7/201</td>
<td>6/20/2020</td>
<td>Integrate career education content and Maritime Studies into the core curriculum</td>
<td>Integrate career education standards and maritime content into every course in the school.</td>
</tr>
</tbody>
</table>

**Person Responsible**
- Lower School and High School Principals

**SH** 2.0  **S** 24  **EP** 12

**Provider**
- Career education and maritime education Consultants

**Type** Individual  **App.** No

**Knowledge**
- Teachers will be able to identify the core content of the PA career education standards. Teachers will be able to identify the core components in each course that contribute to a student’s career portfolio at each grade level.

**Supportive Research**
- Successful career education begins early and is integrated into core academic courses. Career portfolios provide opportunities for students to deepen their understanding of career opportunities and improve their chances of being hired after high school.

**Designed to Accomplish**

**For classroom teachers, school counselors and education specialists:**
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

**For school and district administrators, and other educators seeking leadership roles:**
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
### Training Format

**Series of Workshops**  
**Professional Learning Communities**

### Participant Roles

<table>
<thead>
<tr>
<th>Classroom teachers</th>
<th>Principals / Asst. Principals</th>
<th>Grade Levels</th>
</tr>
</thead>
</table>
| School counselors   |                                | Elementary - Primary (preK - grade 1)  
|                     |                                | Elementary - Intermediate (grades 2-5)  
|                     |                                | Middle (grades 6-8)  
| Other educational   |                                | High (grades 9-12)  
| specialists         |                                |              |

### Grade Levels

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Elementary - Primary (preK - grade 1)</td>
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<td>Middle (grades 6-8)</td>
</tr>
<tr>
<td>High (grades 9-12)</td>
</tr>
</tbody>
</table>

### Follow-up Activities

| Analysis of student work, with administrator and/or peers  
| Lesson modeling with mentoring  
| Joint planning period activities |

### Evaluation Methods

<table>
<thead>
<tr>
<th>Review of participant lesson plans</th>
<th>Portfolio</th>
</tr>
</thead>
</table>

### LEA Goals Addressed:

**Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.**

**Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students.**

**Strategy #1: Instructional Coaching: The Principles of Partnership**

**Strategy #2: Differentiating Instruction**

**Strategy #3: Effective Teaching Principles**
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<tr>
<th>Start</th>
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<tbody>
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<td>9/4/2018</td>
<td>6/15/2020</td>
<td>Develop strategies for differentiating instruction for students at different levels in all key subject areas</td>
<td>All teachers will study differentiation techniques and learn how to differentiate each course for students learning at different levels of skill and content, so that each student's progress can be accelerated toward mastery of the Pennsylvania Academic Standards for that course/subject/grade level.</td>
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**Person Responsible**

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</table>

**Description**

Teachers will be able to identify at least 3 strategies for differentiating instruction that have been demonstrated to be effective for EACH COURSE that they teach. All teachers will state that they feel they know how to organize their instruction to differentiate for students who enter their class at different levels with different needs.

**Supportive Research**

Resources identified in the strategy as PDE best practices will be the first source for knowledge and exploration of this activity. Additional resources will include, at least: ASCD, NCTM, International Reading Association, USED’s What Works Clearinghouse, Next Generation Science Standards, and websites for purchased curriculum.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s
roles: academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

<table>
<thead>
<tr>
<th>Training Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA Whole Group Presentation</td>
</tr>
<tr>
<td>Series of Workshops</td>
</tr>
<tr>
<td>School Whole Group Presentation</td>
</tr>
<tr>
<td>Department Focused Presentation</td>
</tr>
<tr>
<td>Professional Learning Communities</td>
</tr>
<tr>
<td>Offsite Conferences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participant Roles</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom teachers</td>
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</tr>
<tr>
<td>Supt / Ast Supts / CEO / Ex Dir</td>
<td>Middle (grades 6-8)</td>
</tr>
<tr>
<td>Other educational specialists</td>
<td>High (grades 9-12)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Follow-up Activities</th>
<th>Evaluation Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</td>
<td>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</td>
</tr>
<tr>
<td>Analysis of student work, with administrator and/or peers</td>
<td>Student PSSA data</td>
</tr>
<tr>
<td>Creating lessons to meet varied student learning styles</td>
<td>Standardized student assessment data other than the PSSA</td>
</tr>
<tr>
<td>Peer-to-peer lesson discussion</td>
<td>Participant survey</td>
</tr>
<tr>
<td></td>
<td>Review of participant lesson plans</td>
</tr>
</tbody>
</table>
Lesson modeling with mentoring
Joint planning period activities

<table>
<thead>
<tr>
<th>LEA Goals Addressed:</th>
<th>Strategy #1: Instructional Coaching: The Principles of Partnership</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strategy #2: Differentiating Instruction</td>
</tr>
<tr>
<td></td>
<td>Strategy #3: Effective Teaching Principles</td>
</tr>
</tbody>
</table>

### Professional Development Workshops on mapping curriculum to PA Core Academic Standards in Math

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
<th>Person Responsible</th>
<th>Provider</th>
<th>Type</th>
<th>App.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/12/2018</td>
<td>6/10/2020</td>
<td>Professional Development Workshops on mapping curriculum to PA Core Academic Standards in Math</td>
<td>Hold a series of workshops, beginning in the summer and continuing throughout the school year, led by professional development and content experts on mapping curriculum to the PA Academic Standards and organizing coursework to address core content and assessment anchors in the PA State standardized tests in Math. Teach teachers how to teach math across subjects.</td>
<td>CEO</td>
<td>professional English teaching coaches</td>
<td>Individual</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Knowledge

Teachers and administrators learn methods of teaching reading and writing across the curriculum. Teachers map curriculum and lessons to PA Academic Standards in MATH at all grade levels and in multiple courses.
Teaching math requires discussion of the value and use of math in multiple subjects and contexts. Teaching specific academic standards requires ensuring that those standards are mapped to curriculum and lesson plans and given sufficient time for students to learn and practice the content.

**Designed to Accomplish**

**For classroom teachers, school counselors and education specialists:**
- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

**For school and district administrators, and other educators seeking leadership roles:**
- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

**Training Format**

- Series of Workshops
- School Whole Group Presentation
- Department Focused Presentation
- Professional Learning Communities

**Participant Roles**

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex Dir

**Grade Levels**

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)
### Follow-up Activities

- Other educational specialists
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussion

### Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Review of participant lesson plans

### LEA Goals Addressed:

**Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching**

- Strategy #1: Instructional Coaching: The Principles of Partnership
- Strategy #2: Effective Teaching Principles
Coach teachers in methods of engaging students in learning through projects

Teachers will be coached in methods to effectively include students of all levels in learning activities through the use of projects that focus on mastering PA academic standards, and working in teams.

Person Responsible: Principals of Lower School and High School

Provider: Maritime Academy Charter High School, Professional teacher coaches

Type: Individual

App.: Yes

Knowledge

Teachers will be coached in methods of teaching learning of all subjects through hands-on projects. Teachers will be coached on ways to improve student engagement through focusing on Big Questions, and having students conduct research, work in teams, and present their ideas.

Supportive Research

Grant Wiggins’ work on authentic learning, Buck Institute research on Project Based Learning.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format: Professional Learning Communities
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<th>Participant Roles</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Other educational</td>
<td>Elementary - Intermediate (grades 2-5)</td>
</tr>
<tr>
<td>specialists</td>
<td>Middle (grades 6-8)</td>
</tr>
<tr>
<td></td>
<td>High (grades 9-12)</td>
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</tbody>
</table>

<table>
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<tr>
<th>Follow-up Activities</th>
<th>Evaluation Methods</th>
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</thead>
<tbody>
<tr>
<td>Analysis of student work, with administrator and/or peers</td>
<td>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</td>
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<tr>
<td>Peer-to-peer lesson discussion</td>
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<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/27/2018</td>
<td>6/12/2022</td>
<td>Professional Learning Community</td>
<td>Build Professional Learning Communities across the school that include all teachers, led by lead teachers. Include Train the Trainer, Web as a tool for resources, Coaching, mentoring and feedback loops.</td>
</tr>
<tr>
<td>Person Responsible</td>
<td>SH</td>
<td>S</td>
<td>EP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge</td>
<td>Participant will gain knowledge of effective teaching techniques including grouping and differentiating instruction. Participants will be trained to become lead teachers to support fellow teachers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designed to Accomplish</td>
<td>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For classroom teachers, school counselors and education specialists:</td>
<td>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For school and district administrators, and other educators seeking leadership roles:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training Format</td>
<td>Series of Workshops Department Focused Presentation Professional Learning Communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participant Roles</td>
<td>Classroom teachers New Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade Levels</td>
<td>Elementary - Intermediate (grades 2-5) Middle (grades 6-8)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Other educational specialists

High (grades 9-12)

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Peer-to-peer lesson discussion

Lesson modeling with mentoring

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Student PSSA data

Review of participant lesson plans

LEA Goals Addressed:
Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

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</thead>
<tbody>
<tr>
<td>8/14/2019</td>
<td>6/15/2020</td>
<td>Teaching Diverse Learners in an Inclusive Setting</td>
<td>Teachers will learn how to address the academic and social/emotional learning needs of diverse learners in inclusive settings. Professional coaches will teach teachers how to use instructional techniques to educate diverse students in their classrooms. Evidence of success will include teacher observations conducted at least annually and weekly lesson plan reviews that indicate that teachers are working toward fully including diverse students in learning programs.</td>
</tr>
</tbody>
</table>

Provider

Type

App.
Principal of High School, Principal of Lower School  

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Teachers will learn how to fully include diverse learners in classroom learning programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive Research</td>
<td>Coaching in inclusion techniques leads to higher engagement of diverse students in learning and ultimately higher student performance (Marzano and Simms, <em>Coaching Classroom Instruction</em> (2013)).</td>
</tr>
</tbody>
</table>

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

**Training Format**

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</tbody>
</table>

**Follow-up Activities**

- Analysis of student work, with administrator and/or peers
- Creating lessons to meet

**Evaluation Methods**

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,
LEA Goals Addressed:

Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Strategy #1: Instructional Coaching: The Principles of Partnership
Strategy #2: Differentiating Instruction
Strategy #3: Effective Teaching Principles

Start  End  Title  Description
11/7/2018  4/15/2020  Improving Language Literacy Acquisition  Maritime Charter will improve language literacy acquisition by teaching ESL teachers work with classroom teachers at all grade levels to provide push-in services, and by teaching classroom teachers how to work with ESL teachers to provide integrated language support for ELL students.

Person Responsible  SH  S  EP  Provider  Type  App.
Lauren Goldberg  1.5  4  20  DCIU  IU  Yes

Knowledge  Teachers will learn how to work with ELL students to support language instruction in regular classroom settings.

Supportive Research  Integrating ELL Students in General Education Classes by Dorit Sasson, Dec 1, 2014 Edutopia articlehttps://www.edutopia.org/blog/integrating-ells-general-education-classes-dorit-sasson. Through a blend of differentiated
instruction and formative assessment strategies, ELLs can successfully keep up with their peers in a general education classroom.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

**Training Format**

- LEA Whole Group Presentation
- Professional Learning Communities

**Participant Roles**

- Classroom teachers
- Other educational specialists

**Grade Levels**

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

**Follow-up Activities**

- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles

**Evaluation Methods**

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,
Joint planning period activities

- Instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Review of participant lesson plans

**LEA Goals Addressed:**

Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students.

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<td>Principals of lower and high schools</td>
<td>Maritime Charter Administrators</td>
<td>School</td>
<td>Yes</td>
</tr>
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**Knowledge**

Teachers will be able to identify at least 3 strategies for differentiating instruction that have been demonstrated to be effective for EACH COURSE that they teach. All teachers will state that they feel they know how to organize their instruction to differentiate for students who enter their class at different levels with different
Resources identified in the strategy as PDE best practices will be the first source for knowledge and exploration of this activity. Additional resources will include, at least: ASCD, NCTM, International Reading Association, USED’s What Works Clearinghouse, Next Generation Science Standards, and websites for purchased curriculum.

**Designed to Accomplish**

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<tr>
<td></td>
<td>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</td>
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</table>

**Training Format**

- LEA Whole Group Presentation
- Series of Workshops
- School Whole Group Presentation
- Department Focused Presentation
- Professional Learning Communities
- Offsite Conferences
### Participant Roles

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### Grade Levels

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

### Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussion
- Lesson modeling with mentoring
- Joint planning period activities

### Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Participant survey
- Review of participant lesson plans

### LEA Goals Addressed:

- Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students
- Ensure that the organizational structure,

### Strategy #1: Common Assessment within Grade/Subject

### Strategy #2: Using Student Achievement Data to Support Instructional Decision Making
processes, materials, equipment, and human and fiscal resources within the school align with the school’s goals for student growth and continuous school improvement.

Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/4/2018</td>
<td>6/12/2021</td>
<td>Train all teachers in the use of technological learning tools to boost academic growth and performance</td>
<td>Train all teachers in methods of using learning technologies (e.g., notebook computers, tablets, and online curriculum) with their students inside and outside of the classroom to help all students master the Pennsylvania Academic Standards. Provide support and coaching for teachers to create the Powerschool modules and assessments necessary to gauge and support student achievement of the standards in all subjects at all grade levels.</td>
</tr>
<tr>
<td>Person</td>
<td>Provider</td>
<td>Type</td>
<td>App.</td>
</tr>
<tr>
<td>Responsible</td>
<td>FRONTIER 21 Education Solutions/Maritime Administrators</td>
<td>For Profit Company</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Knowledge

All participating teachers will be able to identify at least 3 ways in which learning technologies have been proven effective in boosting student academic performance inside and/or outside of the classroom, particularly for upper middle and high school students. All participating teachers will be able to demonstrate effective use of learning technologies in their classrooms for differentiating student and learning and supporting and tracking student academic growth in their particular course or subject area. All participating teachers will be able to correctly identify the components of the Powerschool unified classroom and the functions of each component of the system.
Supportive Research
International Society for Technology Education, USED What works Clearinghouse, purchased curriculum websites, Edutopia website, Powerschool unified classroom information.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format
LEA Whole Group Presentation
Series of Workshops
School Whole Group Presentation
Department Focused Presentation
Professional Learning Communities
Offsite Conferences

Participant Roles
Classroom teachers

Grade Levels
Elementary - Intermediate (grades 2-5)
Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Lesson modeling with mentoring

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey

LEA Goals Addressed:

Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

<table>
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<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
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</tbody>
</table>
Implement benchmark testing in all tested subjects and grades (e.g., Math, English and Science) throughout the school for diagnostic and monitoring purposes, linked to the academic standards in Math, English and Science. Tests will be based largely on the Powerschool unified classroom assessments and Classroom Diagnostic Tests (in high school). All teachers will be trained on the use of benchmark assessments and how to align their instruction to differentiate for student needs. Results will be monitored for students and teachers by the Principals and CEO.

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>SH</th>
<th>S</th>
<th>EP</th>
<th>Provider</th>
<th>Type</th>
<th>App.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle and High School Principals and CEO</td>
<td>4.0</td>
<td>4</td>
<td>50</td>
<td>Powerschool company</td>
<td>For Profit Company</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Knowledge

Teachers and school administrators will be able to identify the uses of benchmark testing for defining student academic needs and how the test results can be used to shape instruction to differentiate for individual students and to meet annual academic achievement and growth goals. Teachers will be able to demonstrate creation of benchmark tests using the Powerschool system to monitor their students' progress toward achievement of the PA Academic Standards/PSSA tests.

Supportive Research

Teachers and administrators who use benchmark testing effectively can dramatically improve student achievement and growth (PA Standards Aligned System).

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district:

- Provides the knowledge and skills to think and plan strategically, ensuring that
administrators, and other educators seeking leadership roles:

- assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
  - Provides leaders with the ability to access and use appropriate data to inform decision-making.
  - Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
  - Instructs the leader in managing resources for effective results.

<table>
<thead>
<tr>
<th>Training Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA Whole Group Presentation</td>
</tr>
<tr>
<td>Series of Workshops</td>
</tr>
<tr>
<td>School Whole Group Presentation</td>
</tr>
<tr>
<td>Department Focused Presentation</td>
</tr>
<tr>
<td>Professional Learning Communities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participant Roles</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom teachers</td>
<td>Elementary - Intermediate (grades 2-5)</td>
</tr>
<tr>
<td>Principals / Asst. Principals</td>
<td>Middle (grades 6-8)</td>
</tr>
<tr>
<td>Supt / Ast Supts / CEO / Ex Dir</td>
<td>High (grades 9-12)</td>
</tr>
<tr>
<td>Other educational specialists</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Follow-up Activities</th>
<th>Evaluation Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</td>
<td>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</td>
</tr>
<tr>
<td>Analysis of student work, with administrator and/or peers</td>
<td>Student PSSA data</td>
</tr>
<tr>
<td>Joint planning period</td>
<td>Standardized student assessment data other than the PSSA</td>
</tr>
</tbody>
</table>
LEA Goals Addressed:

Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students.

Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school’s goals for student growth and continuous school improvement.

Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Strategy #1: Technology Infrastructure Enhancement/Technology Access and Training Increase

Start  End  Title
9/4/2018  6/12/2021  Train all teachers in the use of technological learning tools to boost academic growth and performance

Description
Train all teachers in methods of using learning technologies (e.g., notebook computers, tablets, and online curriculum) with their students inside and outside of the classroom to help all students master the Pennsylvania Academic Standards. Provide support and coaching for teachers to create the Powerschool modules and assessments necessary to gauge and support student achievement of the standards in all subjects at all grade levels.
<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>SH</th>
<th>S</th>
<th>EP</th>
<th>Provider</th>
<th>Type</th>
<th>App.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals of Middle School and High School</td>
<td>4.0</td>
<td>9</td>
<td>25</td>
<td>FRONTIER 21 Education Solutions/Maritime Administrators</td>
<td>For Profit Company</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Knowledge**

All participating teachers will be able to identify at least 3 ways in which learning technologies have been proven effective in boosting student academic performance inside and/or outside of the classroom, particularly for upper middle and high school students. All participating teachers will be able to demonstrate effective use of learning technologies in their classrooms for differentiating student and learning and supporting and tracking student academic growth in their particular course or subject area. All participating teachers will be able to correctly identify the components of the Powerschool unified classroom and the functions of each component of the system.

**Supportive Research**

International Society for Technology Education, USED What works Clearinghouse, purchased curriculum websites, Edutopia website, Powerschool unified classroom information.

**Designed to Accomplish**

*For classroom teachers, school counselors and education specialists:*

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on
## Training Format

- LEA Whole Group Presentation
- Series of Workshops
- School Whole Group Presentation
- Department Focused Presentation
- Professional Learning Communities
- Offsite Conferences

## Participant Roles

<table>
<thead>
<tr>
<th>Role</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom teachers</td>
<td>Elementary - Intermediate (grades 2-5)</td>
</tr>
<tr>
<td>Principals / Asst. Principals</td>
<td>Middle (grades 6-8)</td>
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<tr>
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<td>High (grades 9-12)</td>
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<tr>
<td>Other educational specialists</td>
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</table>

## Grade Levels

- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

## Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Lesson modeling with mentoring

## Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
LEA Goals Addressed:

Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school’s goals for student growth and continuous school improvement.

Strategy #1: Pennsylvania Career Education and Work Standards Toolkit

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/7/2018</td>
<td>6/20/2020</td>
<td>Integrate career education content and Maritime Studies into the core curriculum</td>
<td>Integrate career education standards and maritime content into every course in the school.</td>
</tr>
</tbody>
</table>

Person Responsible: SH, S, EP

Provider: Career education and maritime education Consultants

Type: Individual

App.: No

Knowledge

Teachers will be able to identify the core content of the PA career education standards. Teachers will be able to identify the core components in each course that contribute to a student’s career portfolio at each grade level.

Supportive Research

Successful career education begins early and is integrated into core academic courses. Career portfolios provide opportunities for students to deepen their understanding of career opportunities and improve their chances of being hired after high school.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

**Training Format**
- Series of Workshops
- Professional Learning Communities

**Participant Roles**
- Classroom teachers
- Principals / Asst. Principals
- School counselors
- Other educational specialists

**Grade Levels**
- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

**Follow-up Activities**
- Analysis of student work, with administrator and/or peers
- Lesson modeling with mentoring
- Joint planning period activities

**Evaluation Methods**
- Review of participant lesson plans
- Portfolio

**LEA Goals Addressed:**
- Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

**Strategy #1:** Instructional Coaching: The Principles of Partnership
**Strategy #2:** Effective Teaching Principles
**Strategy #3:** Using Student Achievement
Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school’s goals for student growth and continuous school improvement.

Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

### Data to Support Instructional Decision Making

<table>
<thead>
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<tbody>
<tr>
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<td>Train all teachers in methods of using learning technologies (e.g., notebook computers, tablets, and online curriculum) with their students inside and outside of the classroom to help all students master the Pennsylvania Academic Standards. Provide support and coaching for teachers to create the Powerschool modules and assessments necessary to gauge and support student achievement of the standards in all subjects at all grade levels.</td>
</tr>
</tbody>
</table>

**Person Responsible**

- **Principals of Middle School and High School**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>FRONTIER 21 Education Solutions/Maritime Administrators</td>
<td>For Profit</td>
<td>Yes</td>
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</table>

**Knowledge**

All participating teachers will be able to identify at least 3 ways in which learning technologies have been proven effective in boosting student academic performance inside and/or outside of the classroom, particularly for upper middle and high school students. All participating teachers will be able to demonstrate effective use of learning technologies in their classrooms for differentiating student and learning and supporting and tracking student academic growth in their particular course or subject area. All participating teachers will be able to correctly identify the components of the Powerschool unified classroom and the functions of each component.
Supportive Research

International Society for Technology Education, USED What works Clearinghouse, purchased curriculum websites, Edutopia website, Powerschool unified classroom information.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

LEA Whole Group Presentation
Series of Workshops
School Whole Group Presentation
Department Focused Presentation
Professional Learning Communities
Offsite Conferences
Participant Roles

- Classroom teachers
- Principals / Asst. Principals
- Supt / Ast Supts / CEO / Ex Dir
- Other educational specialists

Grade Levels

- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Lesson modeling with mentoring

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey

LEA Goals Addressed:

- Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching
- Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader

Strategy #1: Instructional Coaching: The Principles of Partnership
leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Start  
9/15/2018

End  
6/14/2022

Title  
Coach teachers in methods of engaging students in learning through projects

Description  
Teachers will be coached in methods to effectively include students of all levels in learning activities through the use of projects that focus on mastering PA academic standards, and working in teams.

Provider  
Maritime Academy Charter High School, Professional teacher coaches

Person Responsible  
Principals of Lower School and High School

Knowledge  
Teachers will be coached in methods of teaching learning of all subjects through hands-on projects. Teachers will be coached on ways to improve student engagement through focusing on Big Questions, and having students conduct research, work in teams, and present their ideas.

Supportive Research  
Grant Wiggins' work on authentic learning, Buck Institute research on Project Based Learning.

Designed to Accomplish  
For classroom teachers, school counselors and education specialists:

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Empowers leaders to create a culture of teaching and learning, with an emphasis on
Learning.

**Training Format**

<table>
<thead>
<tr>
<th>Participant Roles</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
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<td>Classroom teachers</td>
<td>Elementary - Primary (preK - grade 1)</td>
</tr>
<tr>
<td>Other educational specialists</td>
<td>Elementary - Intermediate (grades 2-5)</td>
</tr>
<tr>
<td>Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion</td>
<td>Middle (grades 6-8)</td>
</tr>
<tr>
<td></td>
<td>High (grades 9-12)</td>
</tr>
</tbody>
</table>

**Follow-up Activities**

- Analysis of student work, with administrator and/or peers
- Peer-to-peer lesson discussion

**Evaluation Methods**

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Review of participant lesson plans

**LEA Goals Addressed:**

Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Strategy #1:** Pennsylvania's Schoolwide Positive Behavior Support System

**Strategy #2:** Pennsylvania's Schoolwide Positive Behavior Support System

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<tr>
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<th>End</th>
<th>Title</th>
<th>Description</th>
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</table>
Train Teachers in Responsive Classroom

All teachers and teacher assistants in the school will be trained in how to engage their students in positive behaviors and in how to support students to make positive decisions that improve their communities.

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>SH</th>
<th>S</th>
<th>EP</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEO</td>
<td>2.0</td>
<td>12</td>
<td>40</td>
</tr>
</tbody>
</table>

Provider
Positive Behavioral Intervention specialist

Type
Non-profit Organization

App.
No

Knowledge
Teachers and teacher aids and administrators learn how to use restorative practices and positive behavioral supports to create a community that resolves conflicts peacefully and with the least amount of disruption to teaching and student learning.


Supportive Research


Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Instructs the leader in managing resources for effective results.

Training Format

- LEA Whole Group Presentation
- Series of Workshops
- School Whole Group Presentation
- Professional Learning Communities

Participant Roles

- Classroom teachers
- Principals / Asst. Principals
- Supt / Ast Supts / CEO / Ex Dir
- Paraprofessional
- Other educational specialists
- Related Service Personnel

Grade Levels

- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

Follow-up Activities

- Journaling and reflecting

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Participant survey