

## **MARITIME ACADEMY CS**

2275 Bridge St

Schoolwide Title 1 Comprehensive Plan | 2022 - 2025

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### **MISSION STATEMENT**

Maritime Academy Charter School (MACS) provides students in grades K through 12 (1 to 12 in 2021-22) 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 at 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 1-8 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 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.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

At MACS, we believe that all of our students can learn and achieve at high academic levels, because they are provided with 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. In order to achieve these lofty goals with our students, we expect them to make a commitment to continually challenge themselves academically and to fully participate in their education at all times.

### **STAFF**

The staff members, including all teachers, administrators and support staff, will be focused on implementing our mission of providing a nurturing educational environment to all students. The staff will continually assess the needs of the school's students by getting to know their aspirations, interests, strengths and challenges and monitoring their progress and well-being using a variety of developmental benchmarks. In order to fully serve the students of the school so that they are all able to thrive and grow personally and academically, the staff will also continually assess and monitor their own skills and achievements in relation to the needs of the students, and seek and obtain professional learning opportunities that help them to grow and develop as professionals.

### **ADMINISTRATION**

Administration team members serve the dual purpose of ensuring that the goals of the state, federal and local governments-- with regard to providing a full and fair public education to all students-- are implemented strongly and with fidelity to all applicable laws and ensuring that all students who enroll in the school are provided with all of the high quality services to which they are entitled as public school students in the Commonwealth of Pennsylvania. In order to accomplish this, the administration recruits and hires a highly qualified teaching staff, a talented support staff and competent supplemental service providers. The administrators also provide a strong vision developed in partnership with the community and the school's staff and parents. The administrators will continually assess the students' progress and make adjustments to personnel and school offerings to ensure that the school as an organization is always growing toward fulfilling its mission.

## **PARENTS**

The parents of students at Maritime Academy Charter School will provide the family and home support that their children need in order to thrive academically, socially and behaviorally at the school. Parents are expected to ensure that students are well-rested, nourished, engaged in their schoolwork, have a safe environment in which to learn outside of school, and attend school regularly. Parents are expected to maintain an active level of communication with teachers and other members of the staff, and to work with teachers to plan and support their child's learning through phone calls, conferences, parent nights, and similar connections. Parents are expected to provide input to goal-setting and priority-setting activities and to help guide and review spending of federal education funds (e.g., Title I, Title II, etc.).

## **COMMUNITY**

As a school focused particularly on the maritime industry and transportation trades, Maritime Academy necessarily has more of a focus on local community connections than many other schools that do not have an industry focus. The maritime community is welcomed into the school in many ways, such as having regular speakers in the speaker series, board membership for representatives from the maritime trades, involvement of maritime professionals in development of the maritime curriculum at all grade levels, participation of students in maritime-focused learning activities in the community (such as boat building), and more. The community will be made to feel welcome and will be invited to view the school as a major hub for exploring and teaching new ideas. With the support and input of the community, Maritime Charter will develop a strong future workforce that is knowledgeable and enthusiastic about technology and the maritime and transportation industries.

## **OTHER (OPTIONAL)**

## STEERING COMMITTEE

Name	Position	Building/Group
Peter Saunders	Administrator	Elementary/Middle School
Laura Fredericks	Administrator	Elementary/Middle School
Jermaine Ithier	Administrator	High School
Margo Funke	Parent	High School
Steve Hewitt	Administrator	High School
Eugene Mattioni	Administrator	Elem./Middle and High School
Matt Wilson	Administrator	High School
Diana Leygerman	Teacher	High School
Kimberly Bonnani	Administrator	Elem./Middle and High School
Alex Schuh	Community Member	Business representative
Sylvia Wassel	Teacher	Elementary School
Gina LaVerghetta	Teacher	Middle School
Jacqueline Colon	Parent	Elementary/Middle School

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Trista Murphy	Student	High School
Dante Jones	Student	High School

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## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Reading and writing will be emphasized in all subjects throughout the school, with regular feedback on student writing provided by all teachers.	English Language Arts  English Language Arts
Maritime will utilize a variety of tools and curricula that have been proven to engage students in learning core math concepts. Maritime needs to ensure that all of its math teachers, in every grade, are highly skilled in teaching math for their assigned grade level.	Mathematics Mathematics Mathematics
High school students will be provided additional supports and opportunities for worked-based learning experience and earning industry-based credentials, with a focus on Maritime and transportation-related careers.	Industry- Based Learning  Industry- Based Learning
Science education improvement will require a stronger Science curriculum in the elementary school and more training of	STEM

**Priority Statement****Outcome Category**

Science teachers regarding teaching the Science standards (new NGSS standards).

STEM

**ACTION PLAN AND STEPS****Evidence-based Strategy**

Math PD

**Measurable Goals****Goal Nickname****Measurable Goal Statement (Smart Goal)**Performance-tailored  
Math instruction

100% of Math teachers will include math formative and summative results in their unit and lesson plans, including differentiation for key subgroups (ELL, IEP, race, Economic level).

Math PSSA test score  
proficiency

Math PSSA test score proficiency for All students at Maritime Academy Charter will reach 20%

Keystone Algebra  
proficiency

Keystone Algebra proficiency will reach 50%

**Action Step****Anticipated  
Start/Completion****Lead  
Person/Position****Materials/Resources/Supports Needed**



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide training for math curriculum and materials	2022-08-22 - 2023-05-01	Building Principals	Math curriculum materials, Federal Title I funds, ESSER funds
Contract teacher coaches to work with math teachers.	2022-08-22 - 2023-06-02	Building principal	Math Coaches, ESSER funds, Title I funds

### Anticipated Outcome

Math PSSA and Keystone proficiency percentages will increase each year of the comprehensive plan from the baseline.

### Monitoring/Evaluation

Teachers include more assessment results in lesson plans and are observed tailoring lessons to student needs. Coaches meet with all math teachers at least once per month.

### Evidence-based Strategy

English/Language Arts PD

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
English Literature PSSA proficiency	English/Language Arts PSSA test score proficiency for All students at Maritime Academy Charter will reach 50%

**Goal Nickname****Measurable Goal Statement (Smart Goal)**

Keystone English  
Literature proficiency

Keystone English Literature proficiency will reach 50%

**Action Step****Anticipated  
Start/Completion****Lead  
Person/Position****Materials/Resources/Supports Needed**

Contract teacher coaches to  
work with English teachers.

2022-08-22 -  
2023-06-02

Building  
principals

English teacher coaches, Federal Title II funds, ESSER funds

Train teachers on English  
literacy curricular materials

2022-08-22 -  
2022-12-01

Building  
principals

English literacy materials: novels, SPED reading workbooks, Lexia  
program, Federal Title I funds, Title II funds, ESSER funds

**Anticipated Outcome**

English PSSA and Keystone proficiency percentages will increase each year of the comprehensive plan from the baseline.

**Monitoring/Evaluation**

Teachers include more assessment results in lesson plans and are observed tailoring lessons to student needs. Coaches meet with all English teachers at least once per month.

**Evidence-based Strategy**

Science PD

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Science PSSA proficiency	Science PSSA test score proficiency for All students at Maritime Academy Charter will reach 55%
Keystone Biology proficiency	Keystone Biology proficiency will reach 50%

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
PD for Science teachers	2022-08-22 - 2023-05-12	Building principals	Science teacher coaches (two to three), Federal Title II funds, School budget for PD, Federal ESSER II and ARP ESSER funds

## Anticipated Outcome

Science PSSA and Keystone proficiency percentages will increase each year of the comprehensive plan from the baseline.

## Monitoring/Evaluation

Teachers include more assessment results in Science lesson plans and are observed tailoring lessons to student needs. Coaches meet with all Science teachers at least once per month.

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## Evidence-based Strategy

Assessment PD and monitoring

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Performance-tailored Math instruction	100% of Math teachers will include math formative and summative results in their unit and lesson plans, including differentiation for key subgroups (ELL, IEP, race, Economic level).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Inform teachers about student performance in core subjects	2022-08-22 - 2023-05-10	Building principals	Assessment expert contractor and training materials from assessment companies, Federal Title IV funds, Federal Title II funds, ARP ESSER funds
Conduct full review of formative and summative assessment results each quarter (by 2 weeks following end of the quarter and present results to teachers.	2022-12-03 - 2023-06-20	Building principals	Assessment expert, Federal Title II, Federal Title IV, Federal ESSER II, ARP ESSER funds, CDT results, Study Island results, Lexia results

## Anticipated Outcome

Teachers state increased knowledge of and comfort with using assessment results to tailor their instruction and monitor progress.

## Monitoring/Evaluation

Annual survey of teachers regarding their use of assessments to tailor instruction and monitor progress.

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## Evidence-based Strategy

Implementation of Writing Across the Curriculum

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

English Literature PSSA proficiency

English/Language Arts PSSA test score proficiency for All students at Maritime Academy Charter will reach 50%

Keystone English Literature proficiency

Keystone English Literature proficiency will reach 50%

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Every student in grades 9-12 will have a writing portfolio. Administration will monitor portfolios. Teachers will receive training on giving feedback on portfolio development

2022-08-22 -  
2023-05-05

Dept. Chairs  
and Principal  
Matt Wilson

Writing portfolio management system, Federal Title II funds, Federal Title IV funds, ESSER II funds, Federal ARP ESSER funds

## Anticipated Outcome

High school students will create a curated writing portfolio. All seniors will complete a senior research project that includes a writing component and will develop a career and college portfolio that includes writing samples.

## Monitoring/Evaluation

High school administrators will oversee teacher and Department Head reviews of writing portfolios. Administration will monitor the use of writing portfolio rubrics and how they are used to provide feedback to students on improving their writing.

### Evidence-based Strategy

Industry-Based Credentials

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

Industry-Based  
Credentials

MACS will reach 30% industry-based learning Credentials for all student groups.

Work-based learning  
experience

Percentage of Students earning completing a work-based learning experience will reach 25%

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Work-based experience through internships for Juniors and Seniors	2023-01-09 - 2024-05-29	High school principal and counselors	ARP ESSER, Title I, community partnerships, Counselors
Students will earn industry based credentials	2023-01-02 - 2023-06-20	Matt Wilson, Counselors	Title IV funds, ARP ESSER funds, Industry credential programs, Sea Cadets.

**Anticipated Outcome**

Students will participate in work-based internships in fields that interest them (the majority in maritime and/or transportation industries).  
Students will earn industry-based credentials

**Monitoring/Evaluation**

Community partners sign agreements. Staff member is tasked with overseeing internships. Students develop an internship plan. Students participate in internships related to the maritime or transportation industries. Students document and reflect on what they learn from their internship. Students will earn industry-based credentials.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of Math teachers will include math formative and summative results in their unit and lesson plans, including differentiation for key subgroups (ELL, IEP, race, Economic level). (Performance-tailored Math instruction)	Math PD	Contract teacher coaches to work with math teachers.	08/22/2022 - 06/02/2023
Math PSSA test score proficiency for All students at Maritime Academy Charter will reach 20% (Math PSSA test score proficiency)			
Keystone Algebra proficiency will reach 50% (Keystone Algebra proficiency)			



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of Math teachers will include math formative and summative results in their unit and lesson plans, including differentiation for key subgroups (ELL, IEP, race, Economic level). (Performance-tailored Math instruction)	Math PD	Provide training for math curriculum and materials	08/22/2022 - 05/01/2023
Math PSSA test score proficiency for All students at Maritime Academy Charter will reach 20% (Math PSSA test score proficiency)			
Keystone Algebra proficiency will reach 50% (Keystone Algebra proficiency)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
English/Language Arts PSSA test score proficiency for All students at Maritime Academy Charter will reach 50% (English Literature PSSA proficiency)	English/Language Arts PD	Contract teacher coaches to work with English teachers.	08/22/2022 - 06/02/2023
Keystone English Literature proficiency will reach 50% (Keystone English Literature proficiency)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
English/Language Arts PSSA test score proficiency for All students at Maritime Academy Charter will reach 50% (English Literature PSSA proficiency)	English/Language Arts PD	Train teachers on English literacy curricular materials	08/22/2022 - 12/01/2022
Keystone English Literature proficiency will reach 50% (Keystone English Literature proficiency)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Science PSSA test score proficiency for All students at Maritime Academy Charter will reach 55% (Science PSSA proficiency)	Science PD	PD for Science teachers	08/22/2022
Keystone Biology proficiency will reach 50% (Keystone Biology proficiency)			- 05/12/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of Math teachers will include math formative and summative results in their unit and lesson plans, including differentiation for key subgroups (ELL, IEP, race, Economic level). (Performance-tailored Math instruction)	Assessment PD and monitoring	Inform teachers about student performance in core subjects	08/22/2022 - 05/10/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
English/Language Arts PSSA test score proficiency for All students at Maritime Academy Charter will reach 50% (English Literature PSSA proficiency)	Implementation of Writing Across the Curriculum	Every student in grades 9-12 will have a writing portfolio.	08/22/2022 -
Keystone English Literature proficiency will reach 50% (Keystone English Literature proficiency)		Administration will monitor portfolios. Teachers will receive training on giving feedback on portfolio development	05/05/2023

## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

### Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

**With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.**

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School Board Minutes or Affirmation Statement

2021-08-24

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**Signature (Entered Electronically and must have access to web application).**

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Chief School Administrator

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School Improvement Facilitator Signature

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Building Principal Signature

Lucy Feria

2021-08-24

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

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Implement an evidence-based system of schoolwide positive behavior interventions and supports

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

In English Language Arts/Literature, the English Learner Group met the standard demonstrating growth (PVAAS) in 2020-21.

Black students and Students with disabilities met statewide goals for growth on the Pennsylvania Value-Added Assessment System

### Challenges

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Identify professional learning needs through analysis of a variety of data

Implement evidence-based strategies to engage families to support learning

Continuously monitor implementation of the school improvement plan and adjust as needed

Monitor and evaluate the impact of professional learning on staff practices and student learning

Partner with local businesses, community organizations, and other agencies to meet the needs of the school

All Student Group was far below the state average proficiency in Math in 2020-21.

All Student Group was far below the state average proficiency in English in 2020-21.

All Student Group was far below the state average proficiency in Science in 2020-21.

## Strengths

(PVAAS) in 2020-21

In Science, White, Hispanic, Economically Disadvantaged, and students with disabilities met statewide goals for growth on the Pennsylvania Value-Added Assessment System (PVAAS) in 2020-21.

The ALL students group exceeded the statewide PVAAS growth standard in Science in 2020-21.

Percent with regular attendance exceeded statewide average (92.1% vs. 85.8%) (2019-20).

The All students group showed improvement from fall to winter in green or blue on the 2021-22 reading CDT

22.6% of group made significant scale score growth In green or blue on the 2021-22 reading CDT

The all students group showed improvement from fall to winter in green or blue on the 2021-22 math CDT.

32.9% of the all student group made significant scale score growth on the math CDT in 2021-22.

The all students group showed improvement from fall to winter in green or blue on the 2021-22 science CDT.

## Challenges

In English/Language Arts, Black, Econ Dis, ELL and IEP students did not meet their interim targets or statewide goals for % of students achieving proficient/advanced in 2021, and were far below state average.

In Math, Black, Hispanic, White, Economically Disadvantaged, English Learner, IEP students did not meet their interim targets or statewide goals for % of students achieving proficient/advanced in 2020-21, and were far below state average.

Only 2.5% of all students showed improvement in green or blue on the 2021-22 reading CDT from fall to winter

The percentage of the all student groups in green or blue on math CDTs in the winter of 2022 was low at 5.6%.

Only 16.5% of the all student group made significant scale score growth on the Science CDTs in 2021-22.

Students with disabilities performed below all student groups in all subjects on the CDT tests: ELA, Math, and Science (essentially none on grade level in fall or winter).

Students considered economically disadvantaged achieved slightly lower scale score growth on the Reading and Science CDTs than the all student group.

## Strengths

37.1% of the all student groups tested in green or blue on science CDTs in the winter of 2022.

EL students made significant scale score growth on Math and Science CDTs compared to all student groups.

Black students made significant scale score growth on each of the CDTs in 2021-22 although they did not meet or surpass the growth of the all student group.

Students considered economically disadvantaged in Math made significant scale score growth on the Math CDT in 2021-22, compared to the school's all students group

Hispanic students made significant scale score growth on each of the CDTs in 2021-22 compared to the all student group.

Staff and students have had ongoing training for responsive classrooms and restorative practices.

Counselors are available in both the elementary and high schools. Additional counselors have been able to meet the academic, social, and emotional needs of students by holding individual and group counseling sessions. High school counselors support students post-secondary plans through individualized transition plans, application guidance, and family information sessions.

The ELL program has hired certified teachers and is assessing

## Challenges

Percentage of EL students who scored in the Green or Blue from fall to winter 2021-22 on Reading, Math, and Science CDT were relatively low and did not increase.- while the All students group increased in all three subjects.

Staff members need additional training on responsive classroom and Trauma-informed instruction (eg., Act 18 and Act 44-related).

Students, especially high school, should be provided additional extracurricular courses to explore subjects that interest them. We would like to add additional language classes and clubs.

Students need additional career guidance, opportunities for workplace experiences and internships and opportunities for mentorships in high school.

Regular classroom teachers need more training in how to effectively teach ELL students in their classrooms.

0% earned industry-recognized credential (Future Ready PA Index) in 2020-2021.

0% completed work-based learning experience (Future Ready PA Index) in 2020-2021

1.7% students completed an Industry-Based Learning experience in 2020-21, which was below the statewide average of 26.8%.

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## Strengths

students in a timely manner. All ELL students showed growth in skills on the ACCESS exams last year (2021-22).

All students have access to computers and/or tablets and access to the internet for learning at home. All students have a single sign-on to access learning software at school or at home.

The school provides a variety of extra-curricular activities, most of which continued throughout the pandemic. The school purchased two buses to assist with traveling to extracurricular and sports activities in 2020-21.

17 students enrolled in college courses in 2021-22. Students took 27 courses and earned 64 college credits.

In 2021-22, 66 students took the SAT compared to 36 in 2020-2021

7 of 36 Seniors (19%) who took the SAT test in 2020-21 earned over 1000 points in the combined Math/Verbal score.

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## Most Notable Observations/Patterns

Covid-19 had a significant impact on our students' academic performance. Math performances on PSSA and Keystone exams were below proficiency expectations for the whole group of students at all grade levels in 2021. Math proficiency declined by grade throughout elementary school in 2021. None of the students were identified as earning an industry credential on the state Future Ready Index in 2021. Science proficiency on the PSSAs and Keystones was below what the school was aiming to produce (2021). ELA, Math, and Science proficiency rates were below the state average and students did not meet the growth standards in any of those 3 subjects (in 2021)

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### Challenges

### Discussion Point

### Priority for Planning

Identify professional learning needs through analysis of a variety of data

Data will need to be analyzed regularly throughout the year and feedback on student needs and progress must be tailored and timely.

Implement evidence-based strategies to engage families to support learning

Parents need additional education on how to support their child's learning outside of school, when they are learning online at home, and when they are in school.

Students with disabilities performed below all student groups in all subjects on the CDT tests: ELA, Math, and Science (essentially none on grade level in fall or winter).

Students with disabilities will need additional supports through online learning and tutoring.

The percentage of the all

Due to learning loss that occurred from instruction disruptions during the covid-19

Challenges	Discussion Point	Priority for Planning
student groups in green or blue on math CDTs in the winter of 2022 was low at 5.6%.	pandemic, students' math proficiency rates were negatively impacted. Math practices focused on acceleration to close the pre-covid and post-covid learning gap.	
Only 16.5% of the all student group made significant scale score growth on the Science CDTs in 2021-22.	Due to learning loss that occurred from instruction disruptions during the covid-19 pandemic, students' Science proficiency rates were negatively impacted. Science practices focused on acceleration to close the pre-covid and post-covid learning gap.	
All Student Group was far below the state average proficiency in Math in 2020-21.	Math curriculum has not traditionally been well-aligned to the standards and the PSSAs and Keystones. Continue professional development for instructional practices and math curricula purchased in 2021-22.	
All Student Group was far below the state average proficiency in English in 2020-21.	Due to learning loss that occurred from instruction disruptions during the covid-19 pandemic, students' English proficiency rates were negatively impacted. English practices focused on acceleration to close the pre-covid and post-covid learning gap. Reading, writing and vocabulary should be emphasized in all subjects across the school.	
All Student Group was far below the state average proficiency in Science in 2020-21.	Due to learning loss that occurred from instruction disruptions during the covid-19 pandemic, students' Science proficiency rates were negatively impacted. Science practices focused on acceleration to close the pre-covid and post-covid learning gap.	
1.7% students completed an Industry-Based Learning experience in 2020-21, which was below the statewide	Only 1.7% students completed work-based learning experience through the school (although 45 of 57 seniors some kind of job in 2020-21). This did not meet the statewide average of 26.8%. Maritime trains students for careers in the Maritime and related transportation industries. More can be done to increase the number of	

<b>Challenges</b>	<b>Discussion Point</b>	<b>Priority for Planning</b>
average of 26.8%.	students gaining work-based learning experiences, particularly in industry-related workplaces.	
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	The school's partners can provide more connections to workplaces for real-world experience for the students. These can include internships, mentorships, informational panels, speakers and data on transportation related industries.	

## ADDENDUM B: ACTION PLAN

### Action Plan: Math PD

Action Steps	Anticipated Start/Completion Date
Provide training for math curriculum and materials	08/22/2022 - 05/01/2023

Monitoring/Evaluation	Anticipated Output
Teachers include more assessment results in lesson plans and are observed tailoring lessons to student needs. Coaches meet with all math teachers at least once per month.	Math PSSA and Keystone proficiency percentages will increase each year of the comprehensive plan from the baseline.

Material/Resources/Supports Needed	PD Step	Comm Step
Math curriculum materials, Federal Title I funds, ESSER funds	yes	no

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**Action Steps****Anticipated Start/Completion Date**

Contract teacher coaches to work with math teachers.

08/22/2022 - 06/02/2023

**Monitoring/Evaluation****Anticipated Output**

Teachers include more assessment results in lesson plans and are observed tailoring lessons to student needs. Coaches meet with all math teachers at least once per month.

Math PSSA and Keystone proficiency percentages will increase each year of the comprehensive plan from the baseline.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Math Coaches, ESSER funds, Title I funds

yes

no

**Action Plan: English/Language Arts PD**

**Action Steps****Anticipated Start/Completion Date**

Contract teacher coaches to work with English teachers.

08/22/2022 - 06/02/2023

**Monitoring/Evaluation****Anticipated Output**

Teachers include more assessment results in lesson plans and are observed tailoring lessons to student needs. Coaches meet with all English teachers at least once per month.

English PSSA and Keystone proficiency percentages will increase each year of the comprehensive plan from the baseline.

**Material/Resources/Supports Needed****PD Step****Comm Step**

English teacher coaches, Federal Title II funds, ESSER funds

yes

no



**Action Steps****Anticipated Start/Completion Date**

Train teachers on English literacy curricular materials

08/22/2022 - 12/01/2022

**Monitoring/Evaluation****Anticipated Output**

Teachers include more assessment results in lesson plans and are observed tailoring lessons to student needs. Coaches meet with all English teachers at least once per month.

English PSSA and Keystone proficiency percentages will increase each year of the comprehensive plan from the baseline.

**Material/Resources/Supports Needed****PD  
Step****Comm  
Step**

English literacy materials: novels, SPED reading workbooks, Lexia program, Federal Title I funds, Title II funds, ESSER funds

yes

no



## Action Plan: Science PD

Action Steps	Anticipated Start/Completion Date
PD for Science teachers	08/22/2022 - 05/12/2023

Monitoring/Evaluation	Anticipated Output
Teachers include more assessment results in Science lesson plans and are observed tailoring lessons to student needs. Coaches meet with all Science teachers at least once per month.	Science PSSA and Keystone proficiency percentages will increase each year of the comprehensive plan from the baseline.

Material/Resources/Supports Needed	PD Step	Comm Step
Science teacher coaches (two to three), Federal Title II funds, School budget for PD, Federal ESSER II and ARP ESSER funds	yes	no

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## Action Plan: Assessment PD and monitoring

<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
Inform teachers about student performance in core subjects	08/22/2022 - 05/10/2023

<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
Annual survey of teachers regarding their use of assessments to tailor instruction and monitor progress.	Teachers state increased knowledge of and comfort with using assessment results to tailor their instruction and monitor progress.

<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>	<b>Comm Step</b>
Assessment expert contractor and training materials from assessment companies, Federal Title IV funds, Federal Title II funds, ARP ESSER funds	yes	yes



**Action Steps****Anticipated Start/Completion Date**

Conduct full review of formative and summative assessment results each quarter (by 2 weeks following end of the quarter and present results to teachers.

12/03/2022 - 06/20/2023

**Monitoring/Evaluation****Anticipated Output**

Annual survey of teachers regarding their use of assessments to tailor instruction and monitor progress.

Teachers state increased knowledge of and comfort with using assessment results to tailor their instruction and monitor progress.

**Material/Resources/Supports Needed**

**PD  
Step**

**Comm  
Step**

Assessment expert, Federal Title II, Federal Title IV, Federal ESSER II, ARP ESSER funds, CDT results, Study Island results, Lexia results

no

yes



## Action Plan: Implementation of Writing Across the Curriculum

Action Steps	Anticipated Start/Completion Date
Every student in grades 9-12 will have a writing portfolio. Administration will monitor portfolios. Teachers will receive training on giving feedback on portfolio development	08/22/2022 - 05/05/2023

Monitoring/Evaluation	Anticipated Output
High school administrators will oversee teacher and Department Head reviews of writing portfolios. Administration will monitor the use of writing portfolio rubrics and how they are used to provide feedback to students on improving their writing.	High school students will create a curated writing portfolio. All seniors will complete a senior research project that includes a writing component and will develop a career and college portfolio that includes writing samples.

Material/Resources/Supports Needed	PD Step	Comm Step
Writing portfolio management system, Federal Title II funds, Federal Title IV funds, ESSER II funds, Federal ARP ESSER funds	yes	no

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## Action Plan: Industry-Based Credentials

**Action Steps****Anticipated Start/Completion Date**

Work-based experience through internships for Juniors and Seniors

01/09/2023 - 05/29/2024

**Monitoring/Evaluation****Anticipated Output**

Community partners sign agreements. Staff member is tasked with overseeing internships. Students develop an internship plan. Students participate in internships related to the maritime or transportation industries. Students document and reflect on what they learn from their internship. Students will earn industry-based credentials.

Students will participate in work-based internships in fields that interest them (the majority in maritime and/or transportation industries). Students will earn industry-based credentials

**Material/Resources/Supports Needed****PD Step****Comm Step**

ARP ESSER, Title I, community partnerships, Counselors

no

yes





**Action Steps****Anticipated Start/Completion Date**

Students will earn industry based credentials

01/02/2023 - 06/20/2023

**Monitoring/Evaluation****Anticipated Output**

Community partners sign agreements. Staff member is tasked with overseeing internships. Students develop an internship plan. Students participate in internships related to the maritime or transportation industries. Students document and reflect on what they learn from their internship. Students will earn industry-based credentials.

Students will participate in work-based internships in fields that interest them (the majority in maritime and/or transportation industries). Students will earn industry-based credentials

**Material/Resources/Supports Needed****PD Step****Comm Step**

Title IV funds, ARP ESSER funds, Industry credential programs, Sea Cadets.

no

yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>100% of Math teachers will include math formative and summative results in their unit and lesson plans, including differentiation for key subgroups (ELL, IEP, race, Economic level). (Performance-tailored Math instruction)</p> <p>Math PSSA test score proficiency for All students at Maritime Academy Charter will reach 20% (Math PSSA test score proficiency)</p> <p>Keystone Algebra proficiency will reach 50% (Keystone Algebra proficiency)</p>	Math PD	Contract teacher coaches to work with math teachers.	<p>08/22/2022</p> <p>-</p> <p>06/02/2023</p>
<p>100% of Math teachers will include math formative and summative results in their unit and lesson plans, including differentiation for key subgroups (ELL, IEP, race, Economic level). (Performance-tailored Math instruction)</p> <p>Math PSSA test score proficiency for All students at Maritime Academy Charter will reach 20% (Math PSSA test score proficiency)</p> <p>Keystone Algebra proficiency will reach 50% (Keystone Algebra proficiency)</p>	Math PD	Provide training for math curriculum and materials	<p>08/22/2022</p> <p>-</p> <p>05/01/2023</p>
<p>English/Language Arts PSSA test score proficiency for All students at Maritime Academy Charter will reach 50% (English Literature PSSA proficiency)</p> <p>Keystone English Literature proficiency will reach 50% (Keystone English Literature proficiency)</p>	English/Language Arts PD	Contract teacher coaches to work with English teachers.	<p>08/22/2022</p> <p>-</p> <p>06/02/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>English/Language Arts PSSA test score proficiency for All students at Maritime Academy Charter will reach 50% (English Literature PSSA proficiency)</p> <p>Keystone English Literature proficiency will reach 50% (Keystone English Literature proficiency)</p>	English/Language Arts PD	Train teachers on English literacy curricular materials	08/22/2022 - 12/01/2022
<p>Science PSSA test score proficiency for All students at Maritime Academy Charter will reach 55% (Science PSSA proficiency)</p> <p>Keystone Biology proficiency will reach 50% (Keystone Biology proficiency)</p>	Science PD	PD for Science teachers	08/22/2022 - 05/12/2023
<p>100% of Math teachers will include math formative and summative results in their unit and lesson plans, including differentiation for key subgroups (ELL, IEP, race, Economic level). (Performance-tailored Math instruction)</p>	Assessment PD and monitoring	Inform teachers about student performance in core subjects	08/22/2022 - 05/10/2023
<p>English/Language Arts PSSA test score proficiency for All students at Maritime Academy Charter will reach 50% (English Literature PSSA proficiency)</p> <p>Keystone English Literature proficiency will reach 50% (Keystone English Literature proficiency)</p>	Implementation of Writing Across the Curriculum	<p>Every student in grades 9-12 will have a writing portfolio.</p> <p>Administration will monitor portfolios.</p> <p>Teachers will receive training on giving</p>	08/22/2022 - 05/05/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		feedback on portfolio development	

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Math Strategies and Supplementary Resources	All Math teachers in grades K to 12	Math questioning techniques, using digital resources to teach math, incorporating reading and science standards in math instruction, using standards and standards-linked assessments to tailor instruction and lesson planning.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Majority of teachers participating in coaching (at least 4 sessions) indicate on annual surveys a deeper understanding of techniques for teaching Math to a diverse group of students.	09/09/2022 - 05/16/2023	Building principals

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

1c: Setting Instructional Outcomes

Teaching Diverse Learners in an Inclusive Setting

1e: Designing Coherent Instruction

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Coach English teachers in literacy teaching techniques

All English teachers in grades k to 12

English literacy instructional techniques (decoding, phonics, use of authentic reading materials, etc.), using digital resources to teach English, incorporating math and science standards in English instruction, using standards and standards-linked assessments to tailor instruction and lesson planning.

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Majority of teachers participating in coaching (at least 6 sessions) indicate on annual surveys a deeper understanding of techniques for teaching English to a diverse group of students.

08/22/2022 - 05/22/2023

Building principals

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**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

1c: Setting Instructional Outcomes

Language and Literacy Acquisition for All Students

1f: Designing Student Assessments

1e: Designing Coherent Instruction

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Modification and Accommodation Strategies

Special Education and General Education  
Teachers

Modification and Accommodation  
Strategies

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Monitor student achievement data, interventions, and  
progress

09/01/2022 - 05/19/2023

Building principals

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**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

1f: Designing Student Assessments

Teaching Diverse Learners in an Inclusive Setting

1e: Designing Coherent Instruction

1c: Setting Instructional Outcomes

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Professional Development Step	Audience	Topics of Prof. Dev
Use of Data to Inform Practice	All classroom teachers	Use of Data to Inform Practice including CDTs, PSSAs, Keystones, Study Island, DRAs Cadet and Staff Handbook, School Opening Procedures, Comprehension Student Review Process and Data Analysis Formal Observation Process: Observation Guidelines and Tool Responsive and Restorative Practices Maritime Studies/Vocabulary

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Participants will be able to monitor student achievement data, interventions, and progress	08/22/2022 - 12/29/2022	Matt Wilson- Principal; Peter Saunders- Principal; Alex Schuh- Federal Programs

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2b: Establishing a Culture for Learning  1d: Demonstrating Knowledge of Resources  4e: Growing and Developing Professionally  4f: Showing Professionalism  4b: Maintaining Accurate Records	Teaching Diverse Learners in an Inclusive Setting

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## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
100% of Math teachers will include math formative and summative results in their unit and lesson plans, including differentiation for key subgroups (ELL, IEP, race, Economic level). (Performance-tailored Math instruction)	Assessment PD and monitoring	Inform teachers about student performance in core subjects	2022-08-22 - 2023-05-10
100% of Math teachers will include math formative and summative results in their unit and lesson plans, including differentiation for key subgroups (ELL, IEP, race, Economic level). (Performance-tailored Math instruction)	Assessment PD and monitoring	Conduct full review of formative and summative assessment results each quarter (by 2 weeks following end of the quarter and present results to teachers.	2022-12-03 - 2023-06-20
MACS will reach 30% industry-based learning Credentials for all student groups. (Industry-Based Credentials)	Industry-Based	Work-based experience	2023-01-09 - 2024-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Percentage of Students earning completing a work-based learning experience will reach 25% (Work-based learning experience)	Credentials	through internships for Juniors and Seniors	05-29
MACS will reach 30% industry-based learning Credentials for all student groups. (Industry-Based Credentials)	Industry-Based Credentials	Students will earn industry based credentials	2023-01-02 - 2023-06-20
Percentage of Students earning completing a work-based learning experience will reach 25% (Work-based learning experience)			

## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Communicate assessment results to core academic teachers	All administrators and core academic teachers	Using assessments to tailor instruction and track progress (e.g., Study Island, CDTs). Improving student academic proficiency.
Anticipated Timeframe	Frequency	Delivery Method
08/22/2022 - 06/02/2023	quarterly	Presentation Brief

**Lead Person/Position**

Building principals

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**Communication Step**

**Audience**

**Topics/Message of Communication**

Handbook for work-based experiences for MACS high school students

Parents, teachers, counselors, high school students

Considering careers, Choosing internship areas, Finding internships, Making connections to workplaces, Requirements for documenting internships, Names of partner organizations

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**Anticipated Timeframe**

**Frequency**

**Delivery Method**

10/10/2022 - 11/20/2022

once

Memorandum

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**Lead Person/Position**

Matt Wilson/Principal

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**Communication Step****Audience****Topics/Message of Communication**

Memo on Industry Based Credentials

Parents, Students, Teachers

How to earn an industry-based credential, Where to find credentials, How to document credentials you have earned, How to keep a work portfolio

**Anticipated Timeframe****Frequency****Delivery Method**

10/10/2022 - 02/02/2023

once

Memorandum

**Lead Person/Position**

Matt Wilson, Principal

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Comprehensive Plan Draft Post	Posting Comprehensive Plan Draft for comments	Website	General public, School families	July 30 to August 29
Distribute Final Comprehensive Plan	Final three year Comprehensive Plan posting	website and email to staff	General public, School Staff, School families	August 30th

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