Maritime Academy Charter School

Charter School 3-Year Comprehensive Plan: Final Draft for Public Review

07/01/2019 - 06/30/2022

Charter School Profile

Demographics

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

Federal Accountability Designation:	none
Schoolwide Status:	Yes
CEO:	Eileen Dwell
Date of Local Chartering School Board/PDE Approval:	6/15/2018
Length of Charter:	5 Years
Opening Date:	9/9/2002
Grade Level:	K to 12
Hours of Operation:	8:45AM - 3:45PM
Percentage of Certified Staff:	93.00 %
Total Instructional Staff:	50
Student/Teacher Ratio:	16:1
Student Waiting List:	555
Attendance Rate/Percentage:	92.00 %
Enrollment:	811
Per Pupil Subsidy:	$13,139
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

Group	Student Count
American Indian/Alaskan Native	3.00
Asian/Pacific Islander	40.00
Black (Non-Hispanic)	187.00
Hispanic	195.00
White (Non-Hispanic)	305.00
Multicultural	81.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary

Instructional Days	0.00	0.00	0.00	180.00	180.00	180.00
Instructional Hours	0.00	0.00	0.00	1080.00	1080.00	1080.00

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 Interim CEO, Eileen Dwell, is ultimately responsible for the development and implementation of the plan. She is also responsible for gathering and incorporating feedback from the teaching staff, parents and community members and partners. The Interim 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 high 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 Scott Walsh, 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, K-Sea shipping- 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

Name	Office	Address	Phone	Email
John Brennan	Member	1 Saville Avenue, Eddystone, PA 19022	610-499-3000	jbrennan@pennterminals.com
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		19017		
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Michael	Member	399 Market	215-629-	mmattioni@mattioni.com

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

(Mattioni row top-left)

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, MACS maintains a cooperative and collaborative relationship with the School District of Philadelphia, our chartering authority.

Student Enrollment

MACS 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 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.

Files uploaded:

- charter school lottery policy.docx

Registration Policy

Registration Policy

DOCX file uploaded.

Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

DOCX file uploaded.

Student Enrollment History

Enrollment History—Part I

School Year	Number of Students at the Beginning of the School Year	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained
2017	826	819	0	parents moved; student(s)	11

				wanted a different kind of school	
2018	820	811	1	parents moved; student(s) wanted a different kind of school	1
2019	851	0	0		0

Enrollment History—Part 2—Enrollment by Grade by School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2017	0	0	27	56	77	101	102	100	99	74	65	66	52
2018	0	0	43	54	78	102	105	102	90	58	61	56	62

Stakeholder Involvement

Name	Role
Sarah Arnold	Business Representative
Kimberly Bonnani	Special Education Director/Specialist
Christine Coates	Elementary School Teacher - Regular Education
Robert Cook	Board Member
Eileen Dwell	Administrator
Lucy Feria	Building Principal
Janiessa Fuller	Middle School Teacher - Regular Education
Lisa Garcia-Dolchanczyk	Parent
Una Gayot	Community Representative
Lauren Goldberg	Elementary School Teacher - Special Education
Michael Green	Academic Recovery Liaison
Nathan Hauser	Board Member
Steve Hewitt	High School Teacher - Regular Education
Jermaine Ithier	Ed Specialist - Instructional Technology
Michele Krajewski	Board Member
Phillip MacMurray	Middle School Teacher - Regular Education
Eugene Mattioni	Board Member
David Murphy	High School Teacher - Regular Education
Nick Pagan	Community Representative

Anthony Salvetti	Elementary School Teacher - Regular Education
Peter Saunders	Building Principal
Alex Schuh	Business Representative
Bob Vecchione	Board Member
Scott Walsh	Student Services Director/Specialist
Nereyda Williams	Parent

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

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

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

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

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

Standards	Mapping	Alignment

Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Needs Improvement	Needs Improvement
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Needs Improvement	Needs Improvement
PA Core Standards: Mathematics	Needs Improvement	Needs Improvement
Economics	Needs Improvement	Needs Improvement
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Needs Improvement	Needs Improvement
Geography	Needs Improvement	Developing
Health, Safety and Physical Education	Developing	Needs Improvement
History	Needs Improvement	Needs Improvement
Science and Technology and Engineering Education	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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.

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

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Needs Improvement
Content, including materials and activities and estimated instructional	Needs

time to be devoted to achieving the academic standards are identified.	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

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Needs Improvement
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Needs 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.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Needs Improvement
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Needs 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.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Needs Improvement
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Needs 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.

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 modications and accomodations 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 accomodations 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

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

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

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

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.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

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.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full

	Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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. Our teachers have all been educated in methods of differentiating instruction in their classrooms to meet the needs and skill levels of individual students.

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

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	24.00	24.00	24.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00
Science	3.50	3.50	3.50
Physical Education	1.00	1.00	1.00
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	3.00	3.00	3.00

Electives	3.00	3.00	3.00
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities		X				
Career Education and Work		X				
Civics and Government		X				
PA Core Standards: English Language Arts		X				X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				X
PA Core Standards: Mathematics		X				X
Economics		X				
Environment and Ecology		X				
Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		X				
History		X				
Science and Technology and Engineering Education		X				X
Alternate Academic Content Standards for Math						X
Alternate Academic Content Standards for Reading						X
World Language		X	X			

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

Summative Assessments	EEP	EEI	ML	HS
State Standardized Tests: PSSA Math, PSSA Reading, PSSA Writing, PSSA Science, Keystone Algebra 1, Keystone Biology 1, Keystone English Literature		X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Powerschool Assessments in Math, Reading, Science, Algebra 1, Biology 1, Literature		X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Teacher-made tests in English, Math, Science, Social Studies	X	X	X	X
DRAs	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
DRAs	X	X	X	X
Classroom Diagnostic Tests				X

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review	X	X	X	X
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review		X	X	X
Professional Learning Community Review		X	X	X
Instructional Coach Review		X	X	X
Teacher Peer Review	X	X	X	X

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.

MACS 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 og teaching methods. Als, 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

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
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.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

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

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

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

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

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

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X

	EEP	EEI	ML	HS
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of 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.

Diagnostic, Intervention and Referral Services

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

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

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education				
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

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

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides				X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports				
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases				

School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Health and Safety

Health and Safety	Answer
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?	Yes
Is a certified school nurse on the Charter School staff?	Yes
Are physical health records and dental records kept according to requirements of the State of Pennsylvania?	Yes
Does the Charter School comply with all regulations concerning the dispensation of medicines?	Yes
May Charter School students possess any prescription or non-prescription medication?	Yes
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?	Yes
Is the Charter School in compliance with all pertinent code and license requirements related to Fire Prevention and Fire Drill procedures?	Yes
Are Fire Drill procedures posted in each classroom and are Fire Drills held at least once a month?	Yes
Does the Charter School participate in the Federal Free and Reduced Lunch Program?	Yes
Are all students eligible to participate in Federal Breakfast and Lunch programs?	Yes
Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?	Yes

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

PDF file uploaded.

Health Reimbursement Policy

The school policy regarding Health Reimbursement

DOCX file uploaded.

Current School Insurance Coverage Policies and Programs

Current Insurance Accord

The school's current Insurance Accord

PDF file uploaded.

Certificate of Liability

The school's Certificate of Liability

PDF file uploaded.

Insurance Coverage Details

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

Files uploaded:

- 17-18 COI Holder Pack.pdf

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

Charter School's Code of Student Conduct	Answer
Are the expectations of students, parents, school staff members, and the Board of Trustees delineated by the Code of Student Conduct?	Yes
Are the rules of conduct explained in student friendly-language?	Yes
Are the consequences of violations of rules of conduct explained in student-friendly language?	Yes
Does the Code of Student Conduct apply on school grounds during the school day as well as immediately before and after school hours?	Yes
Does the Code of Student Conduct apply on school grounds at any other time when a school group is using the school?	Yes
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?	Yes
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?	Yes
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?	Yes
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?	Yes
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?	Yes
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?	Yes

If necessary, provide further explanation.

This narrative is empty.

Code of Student Conduct

The school's Code of Student Conduct

DOCX file 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.

Service/Resource	Description
Academic counseling and advising	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.
Drug and alcohol counseling	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.
ELL/ESoL program	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.
Nursing and student health services	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.

Psychological Counseling	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.
Social work and family counseling	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.
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 MACS 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.

- 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.

- 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.

- Martime 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.

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

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	Developing

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

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

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
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 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
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district

	classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
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

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Full Implementation
Science and Technology and Engineering Education	Implemented in

	50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

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

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and	Implemented in

Technical Subjects	50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of

	district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

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

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of

	district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

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

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

Charter's Professional Education Characteristics	EEP	EEI	ML	HS
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.	X	X	X	X
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.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

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.

Questions
The LEA has conducted the required training on:
11/21/2017

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.

Questions
The LEA has conducted the training on:
10/6/2017

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.

Questions
The LEA plans to conduct the training on approximately:
11/9/2018

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.

Unchecked answers

   None.

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

Topics	Aug	Oct	Dec	Feb	Apr	Jun-Jul

	-Sep	-Nov	-Jan	-Mar	-May
Code of Professional Practice and Conduct for Educators	X				
Assessments	X	X	X	X	X
Best Instructional Practices	X	X			
Safe and Supportive Schools	X				
Standards		X		X	X X
Curriculum			X	X	X X
Instruction				X	X X X
Accommodations and Adaptations for diverse learners				X	X X X
Data informed decision making				X	X X X
Materials and Resources for Instruction				X	X X X X

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

The physical charter school has verified the following Assurances:

- The school is accountable to the parents of its students, the public and the Commonwealth and that strategies have been developed and implemented that generate meaningful parent and community involvement (in compliance with §17-1715-A (2))

- The school does not unlawfully discriminate in admissions, hiring or operation (in compliance with §17-1715-A (3))

- The school is nonsectarian in all operations (in compliance with §17-1715-A (4))

- The school does not provide any religious instruction, nor are religious objects or symbols displayed on the premises (in compliance with §17-1715-A (5))

- The school does not advocate unlawful behavior (in compliance with §17-1715-A (6))

- The school participates in the Pennsylvania State Assessment System in the manner in which the school district in which the school is located is scheduled to participate (in compliance with §17-1715-A (8))

- The school will provide a minimum of 180 days of instruction or 900 hours per year of instruction at the elementary level, or 990 hours per year of instruction at the secondary level (in compliance with §17-1715-A (9))

- The school's Board of Trustees and contractors of the school meet the requirements of the "Public Works Contractors' Bond Law of 1967," all regulations related to the letting of contracts for the erection, construction and alteration of public buildings, the "Pennsylvania Prevailing Wage Act," and the "Steel Products Procurement Act." (in compliance with §17-1715-A (10))

- The school's administrators (CEO and all other employees who exercise management or operational oversight responsibilities) do not receive compensation from another charter school or from a company that provides management or other services to another charter school (in compliance with §17-1715-A (12))

- The school's Trustees do not serve on a local board of school directors of a school entity located in the member's district (in compliance with §17-1716-A (b))

- The school will select students on a random basis from a pool of qualified applicants when the number of attendance slots available is less than the number of applicants (in compliance with §17-1723-A (a))

- The school gives first preference to students who reside in the district or districts and will consider giving preference to a child of a parent who has actively participated in the development of the school and to siblings of students presently enrolled (in compliance with §17-1723-A (a))

- The school will only establish reasonable criteria to evaluate prospective students if the criteria are outlined in the school's charter (in compliance with §17-1723-A (b))

- The school does not discriminate in its admission policies or practices on the basis of athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district (in compliance with §17-1723-A (b))

- The school does not discriminate in its admission policies or practices on the basis of intellectual ability but does reserve the right to limit admission to a particular grade level or to targeted population groups composed of at-risk students or students with a special interest in academic areas such as mathematics, science or the Arts (in compliance with §17-1723-A (b))

- 75% of the professional staff members hold appropriate State certifications (in compliance with §17-1724-A (a))

- All professional staff members who do not hold appropriate State certification have provided evidence that they have demonstrated satisfactorily a combination of experience, achievement, and qualifications as defined in the charter school application in basic skills, general knowledge, professional knowledge and practice, and subject matter knowledge in the subject area in which an individual will teach (in compliance with §17-1724-A (b))

- There are no tuition charges for any resident or nonresident student (in compliance with §17-1725-A (a))

- All donations, gifts or contributions are given freely and voluntarily; i.e. the trustees and any other person affiliated in any way to the school will not demand or request, directly or indirectly, any gift, donation or contribution of any kind from any parent, teacher, employee or any other person affiliated with the school as a condition for employment or enrollment and/or continued attendance (in compliance with §17-1725-A (e))

- Free transportation is provided to students according to the parameters of §17-1726-A (Transportation) of the Charter School Law (in compliance with §17-1726-A (a))

- The school adheres to the requirements of all 123 sections, chapters and acts listed in §17-1732-A (Provisions applicable to charter schools) of the Charter School Law (in compliance with §17-17232-A (a))

Cyber Charter Schools

No policies or procedures have been identified.

Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))

- Free Education and Attendance (in compliance with § 12.1)

- School Rules (in compliance with § 12.3)

- Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)

- Freedom of Expression (in compliance with § 12.9)

- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)

- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))

- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))

- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)

- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with 24 PS § 15-1547)

- Acceptable Use Policy for Technology Resources

- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

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.

Provider	Meeting Date	Type of Assistance
Alex Schuh, Ph.D.	2/13/2018	Student Performance Data discussion
Foundations, Inc	7/25/2018	Review of federal program budget and requirements
Frontier 21	2/1/2018	Assessment review
Frontier 21	3/14/2018	Professional Development on Curriculum and Standards
Frontier 21	5/23/2018	Curriculum discussion, course programming and

		scheduling
Frontier 21	8/13/2018	Review of federal program and ESSA law requirements
Frontier 21	8/14/2018	Assessment data review
Frontier 21	10/1/2018	Curriculum PD
Frontier 21	7/23/2018	review of Title 1 planning requirements and goals
Maritime Academy CHS	8/22/2018	Professional Development on Curriculum and Project Based Learning

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:

On the ELA PSSA in 2018, the percentage of Maritime students achieving proficiency increased for Grades 3 (58.8% to 65%) and Grade 8 (39.8% to 47%). ELA proficiency levels improved by 16 percentage points on the PSSA in 2018 for students in grade 6, from their 5th grade scores (39% to 55%).

Accomplishment #2:

On the 2018 Keystone Exam, 63% of 9th grade students scored Proficient or Advanced in English Literature.

Accomplishment #3:

69% of 4th grade students scored Proficient or Advanced in Science on the PSSA in 2018, a 14-point increase from 2015 (55% proficiency).

Accomplishment #4:

On the 2018 Keystone Exam, 53% of 9th grade students scored Proficient or Advanced in Algebra 1.

Accomplishment #5:

PSSA data from 2015-2018 shows a four-year upward trend for Grade 4 Math scores, which have risen from 25% proficiency in 2015 to 31% proficiency in 2018.

Accomplishment #6:

Maritime students achieved high PVAAS scores in all subjects – 79.17 in Math, 80.17 in ELA, and 75.67 in Science in 2016-17. This indicates that it is statistically likely that Maritime students performed on average at a higher level than was predicted based on performance in prior years.

Accomplishment #7:

Average daily attendance increased from 90% in 2016-17 to 92% in 2017-18 in the high school.

Accomplishment #8:

Test participation in all subjects was above 98% in 2017.

Accomplishment #9:

Average SAT scores increased in Math and Reading/Writing three years in a row.

Accomplishment #10:

The Cohort Graduation rate steadily increased from 2013-14 (80.56%) to 2016-17 (98.61%).

Accomplishment #11:

11th Grade Algebra Keystone Proficiency increased from 32% in 2017 to 55% in 2018.

Charter School Concerns

Concern #1:

Twenty percent (20%) of Maritime's students were "chronically absent" from school in 2017-18, 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 #2:

Only 25% of Maritime students were Proficient or Advanced in Math on the PSSA in 2018. The percentage of students achieving proficiency in 2018 when compared to scores from 2017 decreased for grades 3 (61 % to 52%), 4 (37% to 31%), and 7 (22% to 20%). The overall four-year trend (PSSA data from 2015-2018) shows the percent of students achieving proficiency has decreased in grades 6 (31% to 24%), 7 (47% to 20%), and 8 (35% to 18%).

Concern #3:

English/Language Arts proficiency on the 2018 PSSA test was only 49%. The percentage of Maritime students achieving proficiency on their ELA PSSAs decreased from 2017 to 2018 for grades 4 (53% to 47%), 5 (39% to 36%), 6 (56% to 55%), and 7 (56% to 52%). The overall four-year trend (PSSA data from 2015-2018) shows the percentage of students achieving proficiency has decreased in grades 5 (40% to 36%), 7 (from 63% to 52%), and 8 (from 51% to 47%).

Concern #4:

Among 2018 11th graders (the official representatives of high school test scores), 55% were Proficient or Advanced in Algebra, 55% were Proficient or Advanced in Biology, and 67% were Proficient or Advanced in English. All were below the statewide Proficiency percentages by 8% to 11%.

Concern #5:

Only 2% of Maritime Charter students met the college ready performance benchmark on the SAT (1550 combined 3 test) or the ACT (22 or higher).

Concern #6:

On the Science PSSA in 2018, only 36% of 8th graders scored Proficient or Advanced and 42% were Below Basic.

Concern #7:

On the Math PSSA in 2018 in 8th grade, only 18% were Proficient or Advanced, and 55% were Below Basic.

Concern #8:

On the English PSSA in 2018 in 8th grade, only 47% were Proficient or Advanced (10% were Below Basic).

Concern #9:

45% of 10th graders scored Proficient or Advanced on the 2018 Science Biology 1 Keystone test.

Concern #10:

In 2018, 47% of 9th graders failed the Algebra I Keystone and 37% failed the Literature Keystone.

The Lower/Middle School suspended 42 students out of school in 2017-18.

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:

Only 25% of Maritime students were Proficient or Advanced in Math on the PSSA in 2018. The percentage of students achieving proficiency in 2018 when compared to scores from 2017 decreased for grades 3 (61 % to 52%), 4 (37% to 31%), and 7 (22% to 20%). The overall four-year trend (PSSA data from 2015-2018) shows the percent of students achieving proficiency has decreased in grades 6 (31% to 24%), 7 (47% to 20%), and 8 (35% to 18%).

English/Language Arts proficiency on the 2018 PSSA test was only 49%. The percentage of Maritime students achieving proficiency on their ELA PSSAs decreased from 2017 to 2018 for grades 4 (53% to 47%), 5 (39% to 36%), 6 (56% to 55%), and 7 (56% to 52%). The overall four-year trend (PSSA data from 2015-2018) shows the percentage of students achieving proficiency has decreased in grades 5 (40% to 36%), 7 (from 63% to 52%), and 8 (from 51% to 47%).

On the Science PSSA in 2018, only 36% of 8th graders scored Proficient or Advanced and 42% were Below Basic.

45% of 10th graders scored Proficient or Advanced on the 2018 Science Biology 1 Keystone test.

In 2018, 47% of 9th graders failed the Algebra I Keystone and 37% failed the Literature Keystone.

Only 2% of Maritime Charter students met the college ready performance benchmark on the SAT (1550 combined 3 test) or the ACT (22 or higher).

On the Math PSSA in 2018 in 8th grade, only 18% were Proficient or Advanced, and 55% were Below Basic.

On the English PSSA in 2018 in 8th grade, only 47% were Proficient or Advanced (10% were Below Basic).

Among 2018 11th graders (the official representatives of high school test scores), 55% were Proficient or Advanced in Algebra, 55% were Proficient or Advanced in Biology, and 67% were Proficient or Advanced in English. All were below the statewide Proficiency percentages by 8% to 11%.

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:

Only 25% of Maritime students were Proficient or Advanced in Math on the PSSA in 2018. The percentage of students achieving proficiency in 2018 when compared to scores from 2017 decreased for grades 3 (61 % to 52%), 4 (37% to 31%), and 7 (22% to 20%). The overall four-year trend (PSSA data from 2015-2018) shows the percent of students achieving proficiency has decreased in grades 6 (31% to 24%), 7 (47% to 20%), and 8 (35% to 18%).
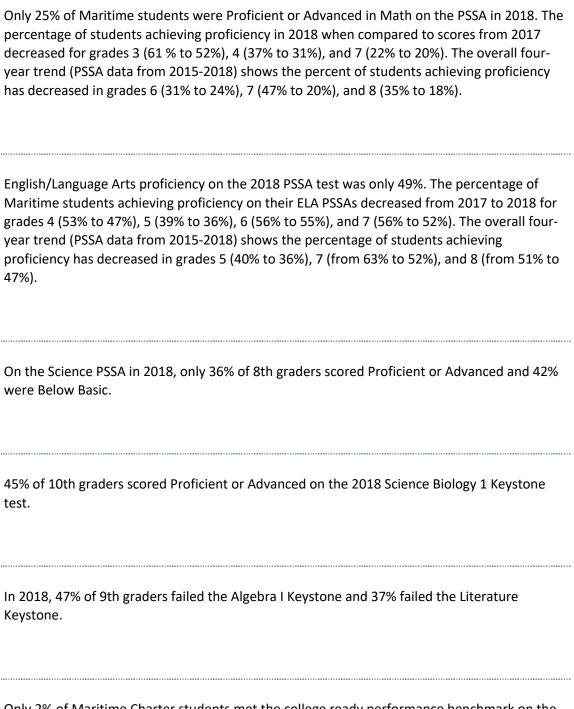
English/Language Arts proficiency on the 2018 PSSA test was only 49%. The percentage of Maritime students achieving proficiency on their ELA PSSAs decreased from 2017 to 2018 for grades 4 (53% to 47%), 5 (39% to 36%), 6 (56% to 55%), and 7 (56% to 52%). The overall four-year trend (PSSA data from 2015-2018) shows the percentage of students achieving proficiency has decreased in grades 5 (40% to 36%), 7 (from 63% to 52%), and 8 (from 51% to 47%).

On the Science PSSA in 2018, only 36% of 8th graders scored Proficient or Advanced and 42% were Below Basic.

45% of 10th graders scored Proficient or Advanced on the 2018 Science Biology 1 Keystone test.

In 2018, 47% of 9th graders failed the Algebra I Keystone and 37% failed the Literature Keystone.

Only 2% of Maritime Charter students met the college ready performance benchmark on the SAT (1550 combined 3 test) or the ACT (22 or higher).

On the Math PSSA in 2018 in 8th grade, only 18% were Proficient or Advanced, and 55% were Below Basic.

On the English PSSA in 2018 in 8th grade, only 47% were Proficient or Advanced (10% were Below Basic).

Among 2018 11th graders (the official representatives of high school test scores), 55% were Proficient or Advanced in Algebra, 55% were Proficient or Advanced in Biology, and 67% were Proficient or Advanced in English. All were below the statewide Proficiency percentages by 8% to 11%.

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:

Only 25% of Maritime students were Proficient or Advanced in Math on the PSSA in 2018. The percentage of students achieving proficiency in 2018 when compared to scores from 2017 decreased for grades 3 (61 % to 52%), 4 (37% to 31%), and 7 (22% to 20%). The overall four-year trend (PSSA data from 2015-2018) shows the percent of students achieving proficiency has decreased in grades 6 (31% to 24%), 7 (47% to 20%), and 8 (35% to 18%).

English/Language Arts proficiency on the 2018 PSSA test was only 49%. The percentage of Maritime students achieving proficiency on their ELA PSSAs decreased from 2017 to 2018 for grades 4 (53% to 47%), 5 (39% to 36%), 6 (56% to 55%), and 7 (56% to 52%). The overall four-year trend (PSSA data from 2015-2018) shows the percentage of students achieving proficiency has decreased in grades 5 (40% to 36%), 7 (from 63% to 52%), and 8 (from 51% to 47%).

On the Science PSSA in 2018, only 36% of 8th graders scored Proficient or Advanced and 42% were Below Basic.

45% of 10th graders scored Proficient or Advanced on the 2018 Science Biology 1 Keystone test.

In 2018, 47% of 9th graders failed the Algebra I Keystone and 37% failed the Literature Keystone.

Only 2% of Maritime Charter students met the college ready performance benchmark on the SAT (1550 combined 3 test) or the ACT (22 or higher).

On the Math PSSA in 2018 in 8th grade, only 18% were Proficient or Advanced, and 55% were Below Basic.

On the English PSSA in 2018 in 8th grade, only 47% were Proficient or Advanced (10% were Below Basic).

Among 2018 11th graders (the official representatives of high school test scores), 55% were Proficient or Advanced in Algebra, 55% were Proficient or Advanced in Biology, and 67% were Proficient or Advanced in English. All were below the statewide Proficiency percentages by 8% to 11%.

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:

Only 25% of Maritime students were Proficient or Advanced in Math on the PSSA in 2018. The percentage of students achieving proficiency in 2018 when compared to scores from 2017 decreased for grades 3 (61 % to 52%), 4 (37% to 31%), and 7 (22% to 20%). The overall four-year trend (PSSA data from 2015-2018) shows the percent of students achieving proficiency has decreased in grades 6 (31% to 24%), 7 (47% to 20%), and 8 (35% to 18%).

English/Language Arts proficiency on the 2018 PSSA test was only 49%. The percentage of Maritime students achieving proficiency on their ELA PSSAs decreased from 2017 to 2018 for grades 4 (53% to 47%), 5 (39% to 36%), 6 (56% to 55%), and 7 (56% to 52%). The overall four-year trend (PSSA data from 2015-2018) shows the percentage of students achieving proficiency has decreased in grades 5 (40% to 36%), 7 (from 63% to 52%), and 8 (from 51% to 47%).

On the Science PSSA in 2018, only 36% of 8th graders scored Proficient or Advanced and 42% were Below Basic.

45% of 10th graders scored Proficient or Advanced on the 2018 Science Biology 1 Keystone test.

In 2018, 47% of 9th graders failed the Algebra I Keystone and 37% failed the Literature Keystone.

Only 2% of Maritime Charter students met the college ready performance benchmark on the SAT (1550 combined 3 test) or the ACT (22 or higher).

On the Math PSSA in 2018 in 8th grade, only 18% were Proficient or Advanced, and 55% were Below Basic.

On the English PSSA in 2018 in 8th grade, only 47% were Proficient or Advanced (10% were Below Basic).

Among 2018 11th graders (the official representatives of high school test scores), 55% were Proficient or Advanced in Algebra, 55% were Proficient or Advanced in Biology, and 67% were Proficient or Advanced in English. All were below the statewide Proficiency percentages by 8% to 11%.

The Lower/Middle School suspended 42 students out of school in 2017-18.

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:

Twenty percent (20%) of Maritime's students were "chronically absent" from school in 2017-18, 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.]

Only 2% of Maritime Charter students met the college ready performance benchmark on the SAT (1550 combined 3 test) or the ACT (22 or higher).

The Lower/Middle School suspended 42 students out of school in 2017-18.

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:

Twenty percent (20%) of Maritime's students were "chronically absent" from school in 2017-18, 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.]

The Lower/Middle School suspended 42 students out of school in 2017-18.

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 47% proficient or advanced in 2018-19

English Lit 51% proficient or advanced in 2018-19

Type: Annual

Data Source: Keystone Scores

Specific Targets: 75% of all 11th graders will be proficient or advanced in all 3 keystone exams by 2019.

Strategies:

Common Assessment within Grade/Subject

Description:

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?) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: http://effectivestrategies.wiki.caiu.org/Assessment

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

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 English

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 English. Teach teachers how to teach reading across subjects, teach writing across subjects, and teach public speaking 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-Based Effective Teaching Principles , Principles of Instruction , Instructional Practices for an Effective Classroom)

SAS Alignment: Instruction

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 English

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 English. Teach teachers how to teach reading across subjects, teach writing across subjects, and teach public speaking 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

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

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:

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?) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: http://effectivestrategies.wiki.caiu.org/Assessment

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)

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 2018-19

Biology 1- 47% of test takers proficient or advanced in 2018-19

English Lit- 51% of test takers proficient or advanced in 2018-19

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 Resource: 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)

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-Based Effective Teaching Principles , Principles of Instruction , Instructional Practices for an Effective Classroom)

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 from 20% in 2017-18 to 10% over three years. (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 by 10 per year over three years (from 42 in 2017-18).

Type: Annual

Data Source: High school student detentions

Specific Targets: Number of high school students assigned to detention will decrease by 30% per year over the next three years (from an average of 70 students per month in 2017-18). Fewer than 50 per month in 2018-19.

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 Positive Behavioral Intervention and Support

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

Start	End	Title	Description
9/12/2018	6/10/2020	Professional Development Workshops on mapping curriculum to PA Core Academic Standards in English	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 English. Teach teachers how to teach reading across subjects, teach writing across subjects, and teach public speaking across subjects.

Person Responsible	SH	S	EP	Provider	Type	App.
CEO	4.0	15	15	professional English teaching coaches	Individual	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 English at all grade levels and in multiple courses.

Supportive Research	Teaching reading in context is more engaging for many students, and the ability to read and write is enhanced when methods are taught within the subjects being studied (e.g., questioning, organizing arguments, etc.). 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 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 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 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.	Strategy #1: Common Assessment within Grade/Subject Strategy #2: Curriculum Mapping

Start	End	Title	Description
8/20/2018	8/28/2020	Professional Development Workshops and coaching on mapping curriculum to PA Core Academic Standards in Math	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.

Person Responsible	SH	S	EP	Provider	Type	App.
Principals of Middle and High School	3.0	14	20	Math expert coaches	Individual	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 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.

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)
Follow-up Activities	Team development and	**Evaluation Methods**	Classroom observation focusing on

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

    Peer-to-peer lesson discussion

    Joint planning period activities

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

Start	End	Title	Description
8/20/2018	8/28/2020	Professional Development Workshops on mapping curriculum to PA Core Academic Standards in Science	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.

Person Responsible	SH	S	EP	Provider	Type	App.
Middle and High School Principals	3.0	10	15	Science Education professional coach	Individual	Yes

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 learning. | | |

| **Training Format** | Series of Workshops
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) |
| **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 | **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 |

activities

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.** **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**

Start	End	Title	Description
9/7/2018	6/20/2020	Integrate career education content and Maritime Studies into the core curriculum	Integrate career education standards and maritime content into every course in the school.

Person Responsible	SH	S	EP	Provider	Type	App.
Middle and High School Principals	2	24	12	Career education and maritime education Consultants	Individual	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   Provides educators with a variety of classroom-based assessment skills and the skills

counselors and education specialists:

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

**data that is focused on school improvement
and the academic growth of all students**

Start	End	Title	Description
9/4/2018	6/15/2020	Develop strategies for differentiating instruction for students at different levels in all key subject areas	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.

Person Responsible	SH	S	EP	Provider	Type	App.
Principals of middle and high schools	4.0	12	25	Maritime Charter Administrators	School Entity	Yes

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 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 | 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.

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		Grade Levels	
	Classroom teachers		Elementary - Primary (preK - grade 1)
	Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)
	Supt / Ast Supts / CEO / Ex Dir		Middle (grades 6-8)
	Other educational specialists		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

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

activities

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

Start	End	Title	Description
9/12/2018	6/10/2020	Professional Development Workshops on mapping curriculum to PA Core Academic Standards in English	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 English. Teach teachers how to teach reading across subjects, teach writing across subjects, and teach public speaking across subjects.

Person Responsible	SH	S	EP	Provider	Type	App.
CEO	4.0	15	15	professional English teaching coaches	Individual	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 English at all grade levels and in multiple courses.
Supportive Research	Teaching reading in context is more engaging for many students, and the ability to read and write is enhanced when methods are taught within the subjects being studied (e.g., questioning, organizing arguments, etc.).

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 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	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and

involvement of administrator and/or peers	standards, classroom environment, instructional delivery and professionalism.
Creating lessons to meet varied student learning styles	Student PSSA data
Peer-to-peer lesson discussion	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**	**Strategy #1: Instructional Coaching: The Principles of Partnership**
	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 #2: Effective Teaching Principles**

Start	End	Title	Description
9/15/2018	6/14/2022	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	SH	S	EP	Provider	Type	App.
Principals of Middle School and High School	3.0	48	2	Maritime Academy Charter High School, Professional teacher coaches	Individual	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

Participant Roles	Classroom teachers Other educational specialists	**Grade Levels**	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 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 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: Charlotte Danielson Framework Strategy #4: Effective Teaching Principles

Start	End	Title	Description
8/27/2018	6/12/2022	Professional Learning Community	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.

Person Responsible	SH	S	EP	Provider	Type	App.
Middle and High School Principals	2.0	24	3	Maritime Academy	School Entity	Yes

Knowledge
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.

Supportive Research
Ellis, E. & Worthington, L. (1994). Research Synthesis on Effective Teaching Principles and the Design of Quality Tools for Educators. National Center to Improve the Tools of Educators, University of Oregon.

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:	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 Department Focused Presentation Professional Learning Communities		

Participant Roles	Classroom teachers New Staff 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 Peer-to-peer lesson discussion 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 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**	**Strategy #1: Common Assessment within Grade/Subject** **Strategy #2: Using Student Achievement Data to Support Instructional Decision Making** **Strategy #3: Classroom Diagnostic Tools (CDT)**

Start	End	Title	Description
9/4/2018	6/15/2020	Develop strategies for differentiating instruction for students at different levels in all key subject areas	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.

Person Responsible	SH	S	EP	Provider	Type	App.
Principals of middle and high schools	4.0	12	25	Maritime Charter Administrators	School Entity	Yes

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 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.	
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 - 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, 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: Common Assessment within Grade/Subject

Strategy #2: Using Student Achievement Data to Support Instructional Decision Making

Strategy #3: Classroom Diagnostic Tools (CDT) |

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

Person Responsible	SH	S	EP	Provider	Type	App.
Principals of Middle School and High School	4.0	9	25	FRONTIER 21 Education Solutions/Maritime Administrators	For Profit Company	Yes

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 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 school-wide use of data that is focused on school improvement and the academic growth of all students	Strategy #1: Common Assessment within Grade/Subject Strategy #2: Using Student Achievement Data to Support Instructional Decision Making Strategy #3: Classroom Diagnostic Tools (CDT)

Start	End	Title	Description
9/7/2018	6/9/2020	Implement benchmark testing in all tested subjects and grades (e.g., Math, English and Science)	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.

Person Responsible	SH	S	EP	Provider	Type	App.
Middle and High School Principals and CEO	4.0	4	50	Powerschool company	For Profit Company	Yes

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 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.

Instructs the leader in managing resources for effective results.

Training Format	LEA Whole Group Presentation 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 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 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 Classroom student assessment data 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	Strategy #1: Technology Infrastructure Enhancement/Technology Access and Training Increase

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.

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

Person Responsible	SH	S	EP	Provider	Type	App.
Principals of Middle School and High School	4.0	9	25	FRONTIER 21 Education Solutions/Maritime Administrators	For Profit Company	Yes

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 Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir	**Grade Levels**	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 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**

Start	End	Title	Description
9/7/2018	6/20/2020	Integrate career education content and Maritime Studies into the core curriculum	Integrate career education standards and maritime content into every course in the school.

Person Responsible	SH	S	EP	Provider	Type	App.

Middle and High School Principals	2	24	12	Career education and maritime education Consultants	Individual	No

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

Joint planning period
activities

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: Instructional Coaching: The Principles of Partnership Strategy #2: Effective Teaching Principles Strategy #3: Using Student Achievement Data to Support Instructional Decision Making

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

Person Responsible	SH	S	EP	Provider	Type	App.

Principals of Middle School and High School	4.0	9	25	FRONTIER 21 Education Solutions/Maritime Administrators	For Profit Company	Yes

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

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.

Start	End	Title	Description
9/15/2018	6/14/2022	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	SH	S	EP	Provider	Type	App.
Principals of Middle School and High School	3.0	48	2	Maritime Academy Charter High School, Professional teacher coaches	Individual	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

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	Charney, R. (1992). *Teaching children to care: Management in the responsive classroom*. Greenfield, MA: Northeast Foundation for Children.
	Cohen, D., & Prusak, L. (2001). *In good company: How social capital makes organizations work.* Boston, MA: Harvard Business School Press.
	Costello, B., & O'Connell, T. (2002, August). *Restorative practices in the workplace*. Paper presented at the Third International Conference on Conferencing, Circles and Other Restorative Practices, Minneapolis, MN, USA.
	Costello, B., Wachtel, J., & Wachtel, T. (2010). *Restorative circles in schools: Building community and enhancing learning.* Bethlehem, PA: International Institute for Restorative Practices.

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	**Grade Levels**	Elementary - Intermediate (grades 2-5)

	Principals / Asst. Principals		Middle (grades 6-8)
	Supt / Ast Supts / CEO / Ex		High (grades 9-12)
Dir			
	Paraprofessional		
	Other educational		
specialists			
	Related Service Personnel		

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

Charter School Level Affirmations

We affirm that this Charter School Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 49 and Article 711. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the Charter School offices and in the nearest public library until the next regularly scheduled meeting of the Board or for a minimum or 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

Affirmed by Eugene Mattioni on 7/31/2017

Board President

Affirmed by eileen Dwell on 8/30/2018

Superintendent/Chief Executive Officer

Affirmation for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, et seq. and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 et seq.) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Maritime Academy CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: http://www.ethics.state.pa.us/

Affirmed by Eugene Mattioni on 7/31/2017

Board President

Affirmed by eileen Dwell on 8/30/2018

Superintendent/Chief Executive Officer