

Maritime Academy CS
Federal Title Programs
Review and Planning for
2021-22: Discussion of
School Needs
Sept 21, 2021



Goals for this Planning Meeting and Process



- To Review Federal program fund spending in 2021-22 (Titles I, II, III, IV, ESSER I)
- To set priorities for federal Title I, II, III and IV budgets and ESSER spending at MACS for 2021-22 based on reviews of students' needs and achievements
- To review the Title I Schoolwide Plan and set Plan goals for the 2021-22 school year
- Review Parent-School Compact
- Presenter: Dr. Alex Schuh, Federal Programs Coordinator

Agenda for Federal Programs Review and Planning Meeting May 2021

- Review this year's Federal Programs spending (Title programs and ESSER)
- Review Title I Schoolwide Plan Goals 2020-21
- Identify priority areas for Title I Plan for 2021-22: SMART goals and objectives, based on Maritime Academy's students' needs
 - Title I- First part of federal ESEA law, which focuses on economically disadvantaged students
 - Title II- Second part of federal ESEA law, which focuses on supplementing school academics
 - Title III- Third part of federal ESEA law, which focuses on serving limited English speakers and migrant students
 - Title IV- Fourth part of federal ESEA law, which focuses on Student support and academic enrichment (SSAE)
 - ESSER Acts- federal funds enacted to assist the school with reducing the impact of the CoVid pandemic
- Discuss activities to ensure active parent and family engagement in the school
- School-Parent Compact Revision and Update
- Discuss how we'll continue to gather opinions on spending priorities- Online surveys

The Planning Process – Why are you here (on this Google call)?

- Federal School Programs under the ESSA law (ESEA) require parent and community input into planning and review twice per year
 - A formal Title I Schoolwide Plan must be developed annually and must include the involvement and input of members of the school community to be comprehensive and effective.
 - Section 1114 (b) (2) (B) of the Title 1 law requires that a Schoolwide Plan be developed with the involvement of parents and other members of the community to be served, as well as teachers, principals and administrators.
- 



The Planning
Process –
Values,
Needs,
Priorities,
Plans

Step 1. Convene the group

Step 2. Discuss the Vision statement

“Specifically articulate a long-term vision and a measure of success for students.”

Step 3. Review Previous Goals (Needs Assessment)

Step 4. Update and/or Establish New Goals

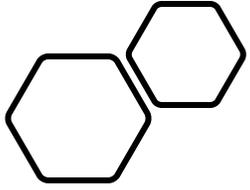




Maritime Academy's Vision Statement

“In cooperation with the maritime industry and educational partners, Maritime Academy Charter School endeavors to enable each cadet to become a **capable and respectful member of society**, ready for post-secondary education or gainful employment in either the private or public sector upon graduation.”





The Planning Process –Values, Needs, Priorities, Plans



STEP 1. CONVENE THE GROUP

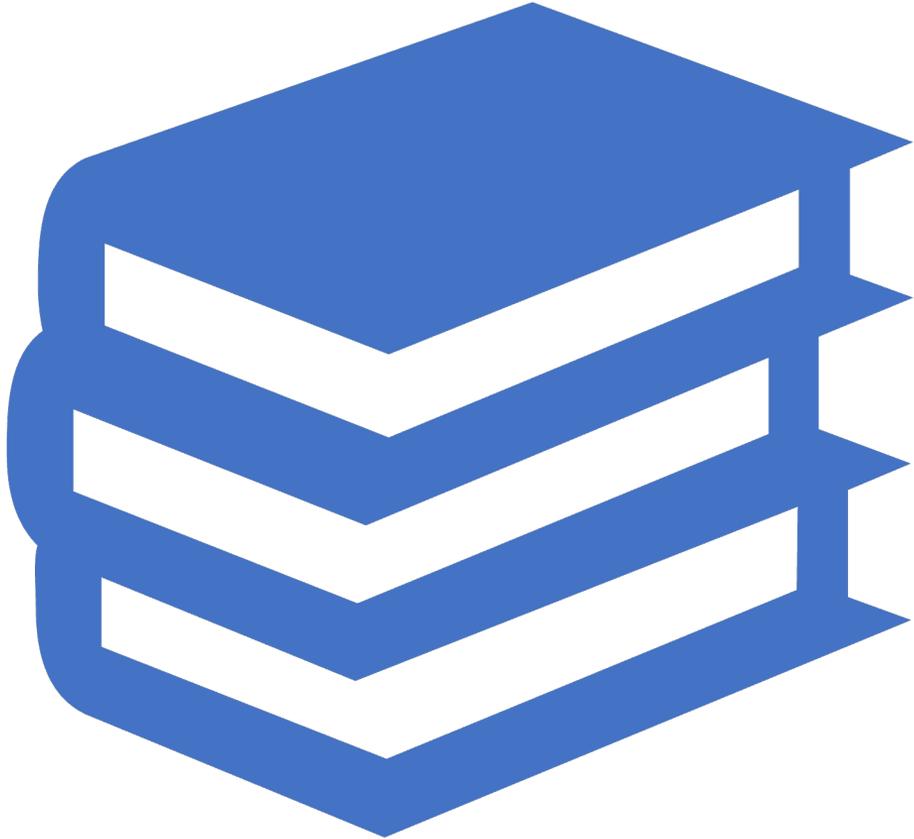


STEP 2. DISCUSS THE VISION STATEMENT “SPECIFICALLY ARTICULATE A LONG-TERM VISION AND A MEASURE OF SUCCESS FOR STUDENTS”



STEP 3. CONDUCT A NEEDS ASSESSMENT – “A COMPREHENSIVE EVALUATION OF THE STRENGTHS AND WEAKNESSES OF THE CHARTER SCHOOL WITH THE EXPRESSED GOAL OF DETERMINING HOW THE CHARTER SCHOOL CAN BEST BUILD ON ITS STRENGTHS AND IMPROVE ON CHALLENGED AREAS IN ORDER TO ENHANCE STUDENT LEARNING IN THE CHARTER SCHOOL.”

Current Schoolwide Plan Focus



- Math and STEM (Science Technology Engineering Math):
 - (1) Improve math and science curriculum
 - (2) Train teachers on how to use assessment to tailor instruction to students needs and track student progress
 - (3) Professional Development and Coaching in Math and STEM
 - (4) Increased access to learning technologies (e.g., laptops)
 - (5) Tutoring, school day and afterschool/summer
 - (6) More access to Scientific reasoning and hands-on learning
- Parent and Family Engagement:
 - (1) Educate parents on student learning tools for Math, English, Science, etc.
 - (2) Increase access to learning tools at home (laptops, etc.)
 - (3) Hold activities for parents and families based on their expressed interests and needs
 - (4) Educate staff on how to work with parents to improve student learning
 - (5) Provide activities that support parents, such as social work, counseling, afterschool programs.

Current Title I, II, III, IV and ESSER Spending

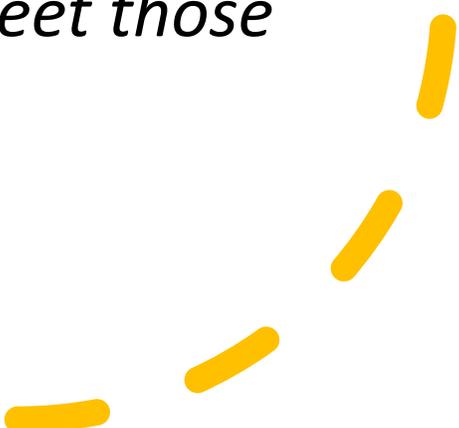
- Title I: (\$941K): Math Teachers, English Teachers, Guidance Counselors, Parent activities (10K), Curriculum supplements (10K)
- Title II: (\$65K): Math PD coaches (43K), English PD coaches (4K), Science PD coaches (18K)
- Title III: (\$16K): PD consultants for regular teachers re: ESL (7K), English learning software (6K), Translation services (4K)
- Title IV: (\$67K): Network upgrade (10K), HS student laptops (28k), PD on Positive Behavioral Supports (6K), Supplies for teaching Positive Behavioral Supports (5K), PD on teaching STEM topics (4K), Materials for teaching STEM topics (10K)

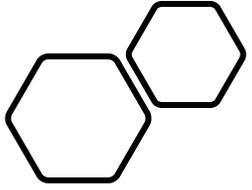
ESSER Budgets 2020 to 2024

- ESSER I: (\$580K): Cleaning supplies, Chromebooks, PD on teaching with Tech, Curriculum materials, Assessments, online learning materials
- ESSER II: (\$3.3 Million): Cleaning supplies, Learning technologies, curriculum supplies, Staffing (e.g., counselors, social workers, IT), Tutors, Professional Development coaching, Afterschool/summer programs
- ESSER III aka ARP ESSER: (\$6.7 Million): In Progress- Any activities approvable under any federal Title program (Title I, II, etc.) and activities related to remediating effects of CoVid Pandemic (e.g., new HVAC systems, windows, computers, etc.). Guidance is still being released on ESSER III. [20% must go to address “learning loss”]. “Evidence-based” programs only.



Identify Needs and Set Goals and Objectives

- *Review Student performance as a school and for groups of students*
 - *Identify Student needs as a school and for groups of students*
 - *Set SMART Goals [Specific, measurable, achievable, relevant and Timebound] to address those needs*
 - *Identify strategies and activities that can help students and the school to meet those goals and objectives.*
- 



Guiding Questions for Schools: Conducting the needs assessment

Q1. How do student outcomes compare to identified performance goals?

Q2. Are there inequities in student resources and outcomes among student groups within the school?

Q3. Are students engaged in school and ready to learn?

Q4. At what level are we currently implementing the PA Essential Practices for Schools and their Communities?

Review of This Year's Academic Progress

- No state test results from 2019 due to Pandemic and 2021 results are not in yet
- Reviewing CDT data for 2020-21 in Math, English and Science
- Last Year: Students were tested with standardized tests in May- results in late fall
- Last Year: Full one-to-one computing with remote access
- This Year: In-person instruction/ one-to-one computing
- This Year: CDT tests taken to track student performance in 2021-22

Title IA Goals 2021-22

Grant Content Report
Title I, Part A - Improving Basic Programs

	characters)	characters)			characters)
Student Achievement	70% Proficient in English Lit	68% in 11th in 2020	HS Principal	End of 2020-21 school year	Keystone Exams
Student Achievement	53% Proficient in Algebra 1	43% in 11th in 2020	HS Principal	End of 2020-21 school year	Keystone Exams
Student Achievement	51% Proficient in Biology	40% in 11th in 2020	HS Principal	End of 2020-21 school year	Keystone Exams
Student Achievement	61% Proficient in English	51% Proficient in English	Lower School Principal	End of 2020-21 school year	PSSA Tests
Student Achievement	67% Proficient in Science	57% Proficient in Science	Lower School Principal	End of 2020-21 school year	PSSA Tests
Student Achievement	32% Proficient in Math	22% Proficient in Math	Lower School Principal	End of 2020-21 school year	PSSA Tests
Parent and Family Engagement	70% of parents will participate in Parent conferences	61% participation in parent conferences	HS and LS Principals	End of 2020-21 school year	Parent sign in sheets
Professional Development	100% of teachers of math will participate in professional development on math	20% of teachers of math participated in PD	HS and LS Principals	End of 2020-21 school year	Teacher sign in sheets
Professional Development	100% of teachers of English will participate in professional development on English standards	20% of teachers of math participated in PD	HS and LS Principals	End of 2020-21 school year	Teacher sign in sheets

CDT Results 2020-21

- Algebra I – Targeted Score of 1134 (Green)

- 9th Grade – 58 Cadets Tested 1st Session

- 3- Scored 1134 or higher (green) – 5%
- 17- Scored 1000-1133- 29%
- 13- Scored 900-999- 22%
- 25- Scored below 900- 43%

- 10th Grade – 67 Cadets Tested 1st Session

- 8- Scored 1134 or higher (green) – 12%
- 16- Scored 1000-1133 – 24%
- 15- Scored 900-999 – 22%
- 28- Scored below 900 – 42%

- 9th Grade – 39 Cadets Tested 2nd Session

- 3- Scored 1134 or higher (green) – 8%
- 11- Scored 1000-1133- 28%
- 2- Scored 900-999- 5%
- 23- Scored below 900- 59%

- 10th Grade – 57 Cadets Tested 2nd Session

- 8- Scored 1134 or higher (green) – 14%
- 15- Scored 1000-1133 – 26%
- 11- Scored 900-999 – 19%
- 23- Scored below 900 – 40%

- 9th Grade Growth- 31 Cadets

- 7- Significant Growth – 23%
- 4- Growth – 13%
- 20- No Growth - 65%

- 10th Grade Growth- 53 Cadets

- 9- Significant Growth – 17%
- 18- Growth – 34%
- 26- No Growth- 49%

CDTs Biology 2020-21

Biology – Targeted Score of 1012 (Green)

- 10th Grade – 72 Cadets Tested 1st Session

-

- 4- Scored 1012 or higher (green) – 6%
- 14- Scored 912-1011 – 19%
- 25- Scored 812-911- 35%
- 29- Scored below 812- 40%

- 10th Grade – 57 Cadets Tested 2nd Session

- 10- Scored 1012 or higher (green) – 17.5%
- 11- Scored 912-1011 – 19%
- 16- Scored 812-911- 28%
- 20- Scored below 812- 35%

- 10th Grade Growth- 54 Cadets

- 17- Significant Growth – 31%
- 18- Growth – 33%
- 19- No Growth- 35%

CDTs English Literature 2020-21

English Literature/Reading – Targeted Score of 1033 (Green)

9th Grade – 56 Cadets Tested 1st Session

8- Scored 1033 or higher (green) - 14%

13- Scored 933-1032- 23%

12- Scored 833-932- 21%

23- Scored below 833- 41%

9th Grade –51 Cadets Tested 2nd Session

6- Scored 1033 or higher (green) - 12%

7- Scored 933-1032- 14%

11- Scored 833-932- 22%

27- Scored below 833- 53%

9th Grade Growth- 39 Cadets

4 - Significant Growth – 10%

11- Growth – 28%

24- No Growth- 62%

10th Grade – 63 Cadets Tested 1st Session

12- Scored 1033 or higher (green)- 19%

11- Scored 933-1032- 17%

15- Scored 833-932- 24%

25- Scored below 833- 40%

10th Grade –60 Cadets Tested 2nd Session

8- Scored 1033 or higher (green)- 13%

13- Scored 933-1032- 22%

11- Scored 833-932- 18%

28- Scored below 833- 47%

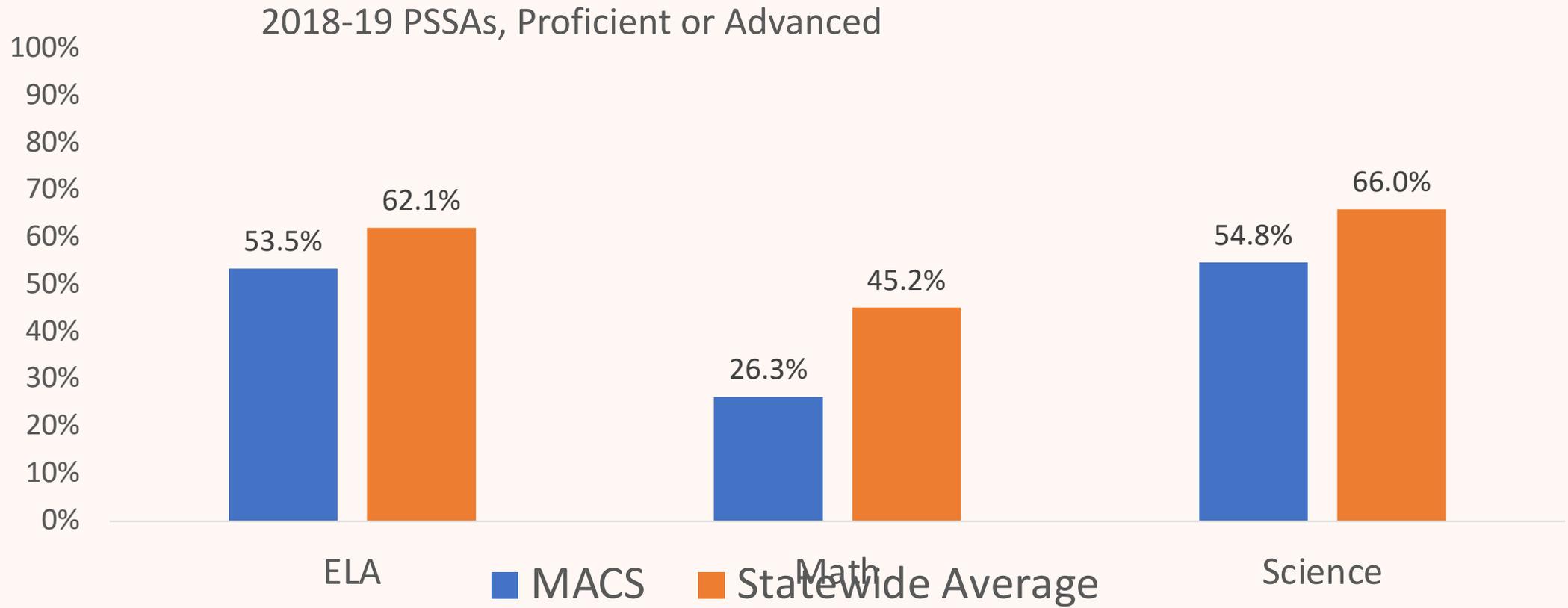
10th Grade Growth- 51 Cadets

7- Significant Growth – 14%

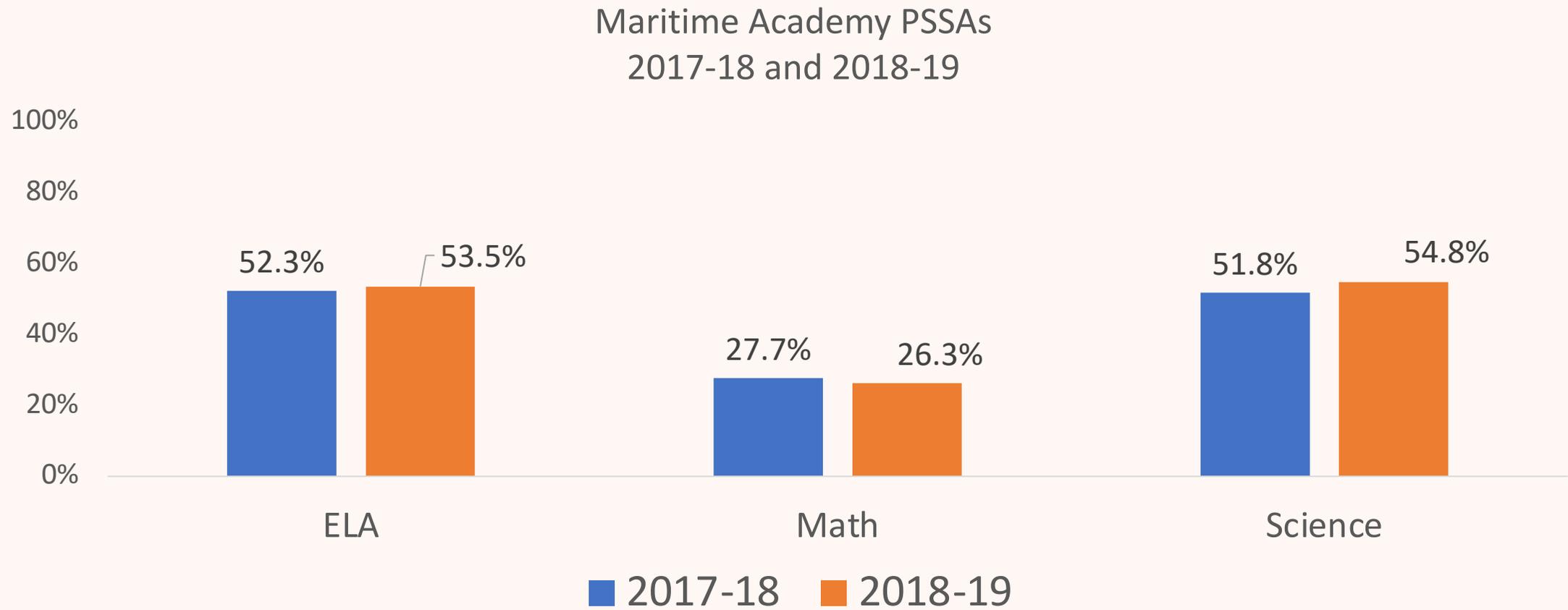
18- Growth – 35%

26- No Growth- 51%

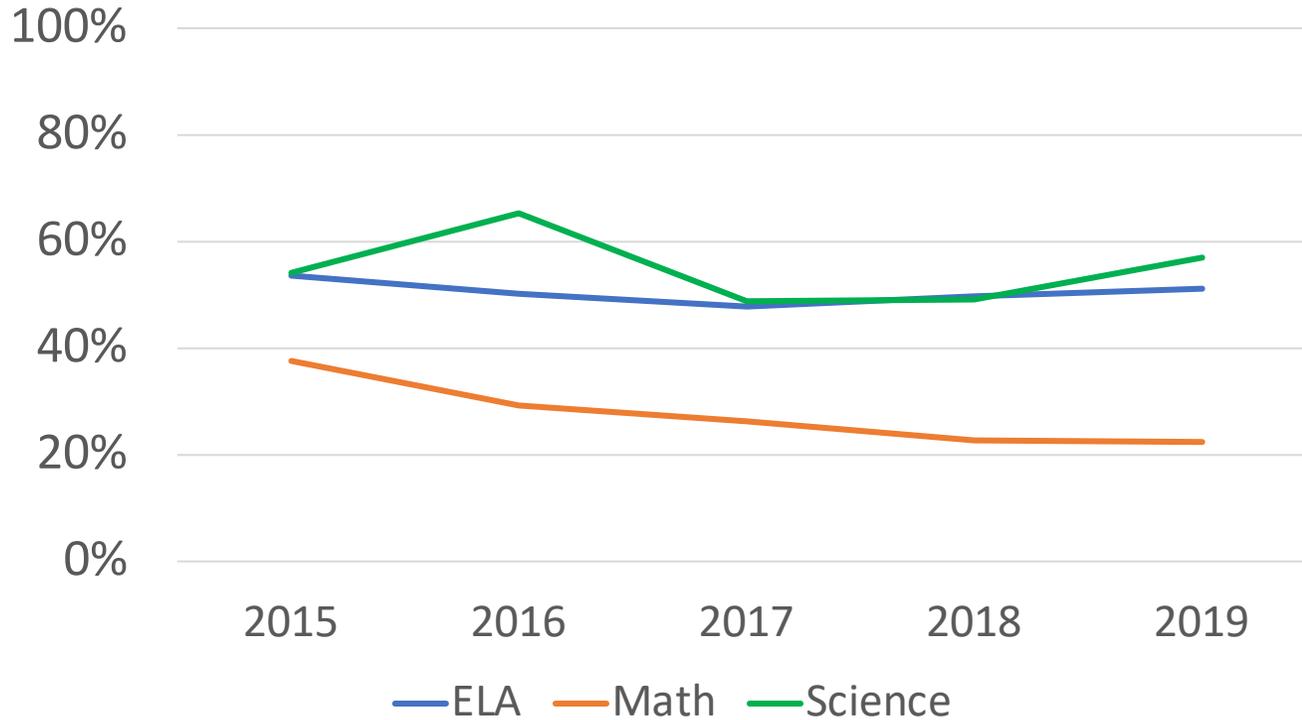
For Q1. 2018-19 PSSAs, Maritime Academy CS and Statewide Average



For Q1. Maritime Academy CS PSSAs, 2017-18 and 2018-19



Maritime Academy PSSAs
5-Year Trend

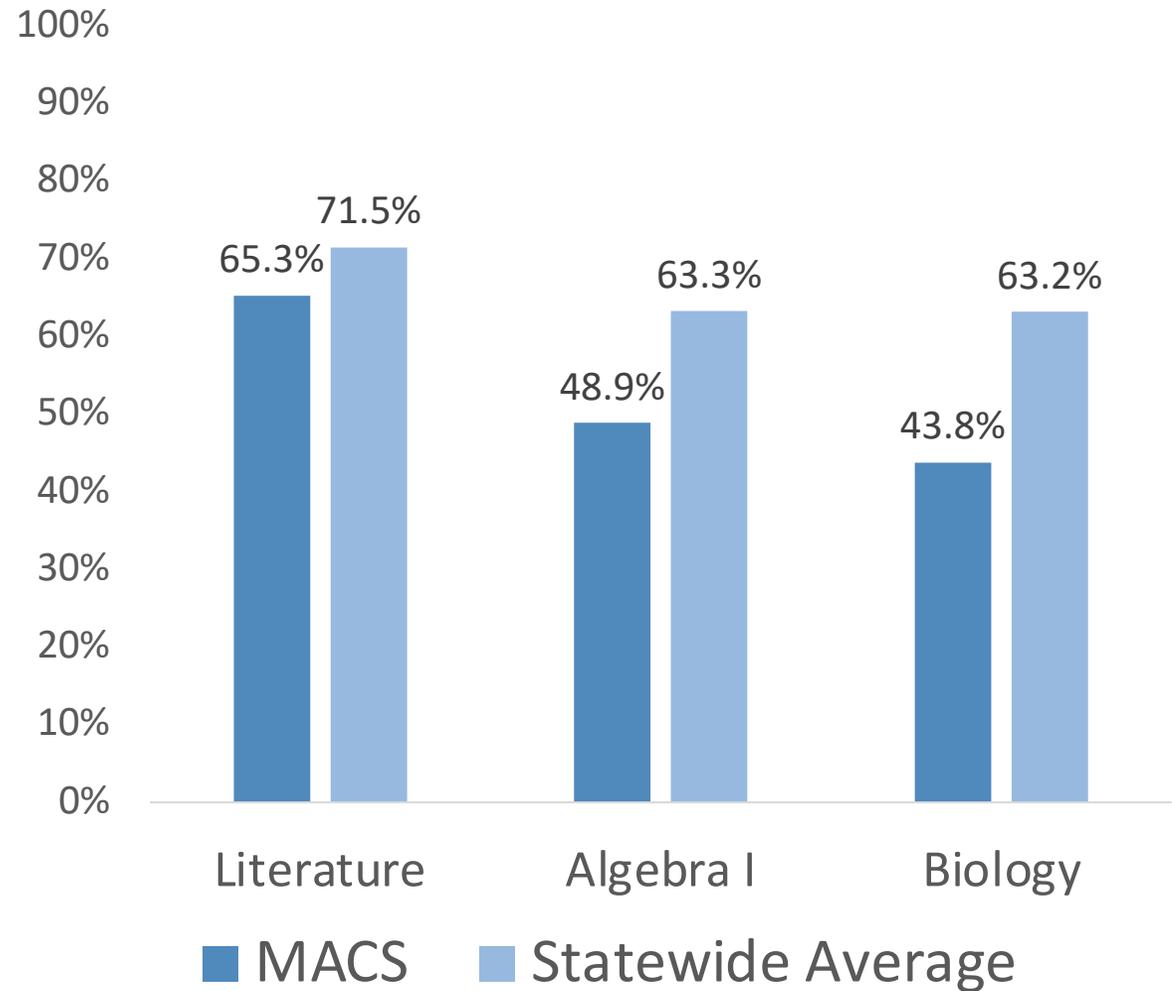


Maritime
Academy
PSSAs,
5-Year
Proficiency
Trend

	2015	2016	2017	2018	2019
ELA	53.6%	50.2%	47.8%	49.7%	51.2%
Math	37.6%	29.3%	26.3%	22.7%	22.4%
Science	54.1%	65.3%	48.8%	49.1%	57.0%

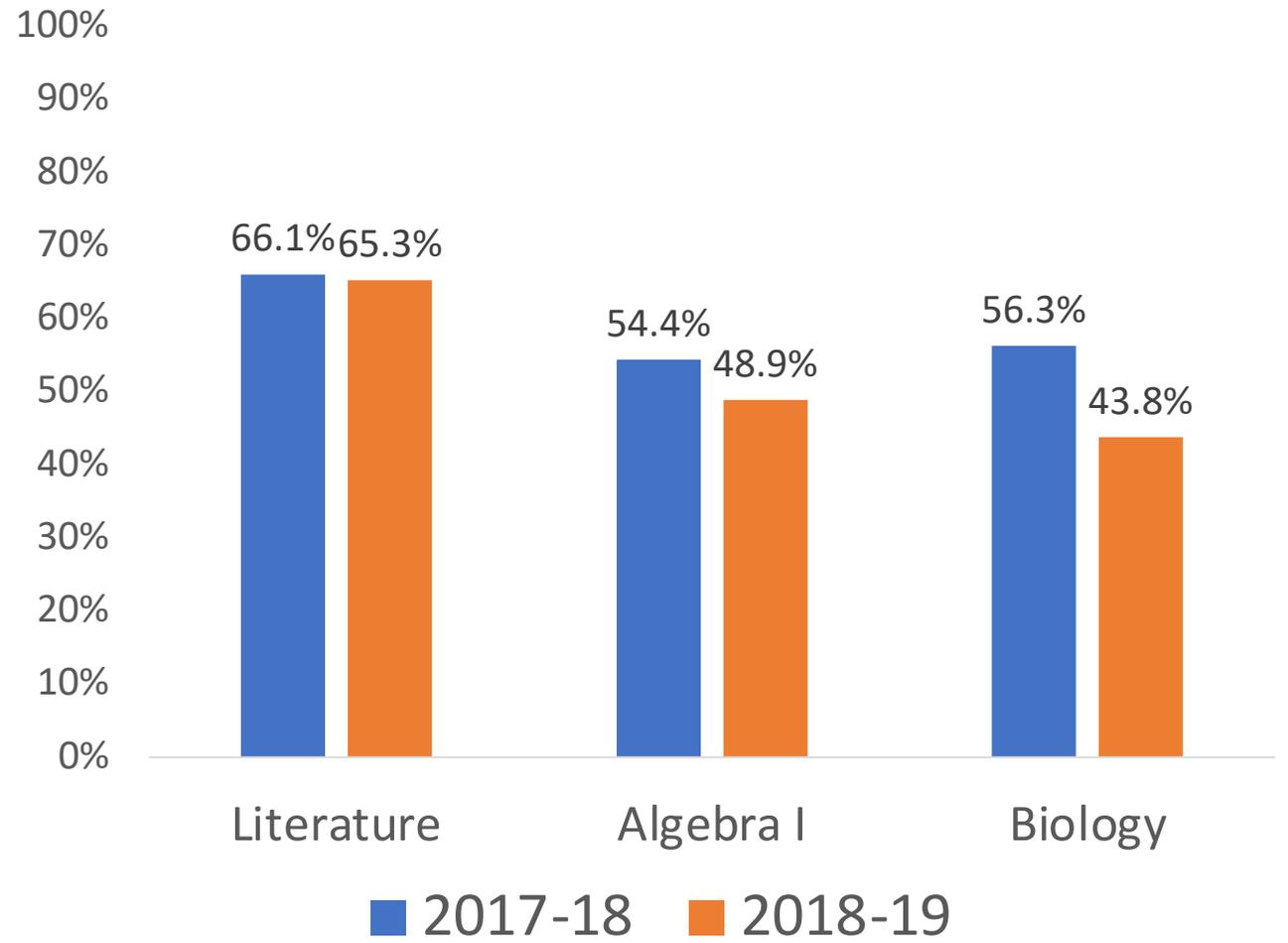
2018-19 High School Keystones, Maritime ACS and Statewide Proficiency Percentages

2018-19 Keystones, Proficient or Advanced

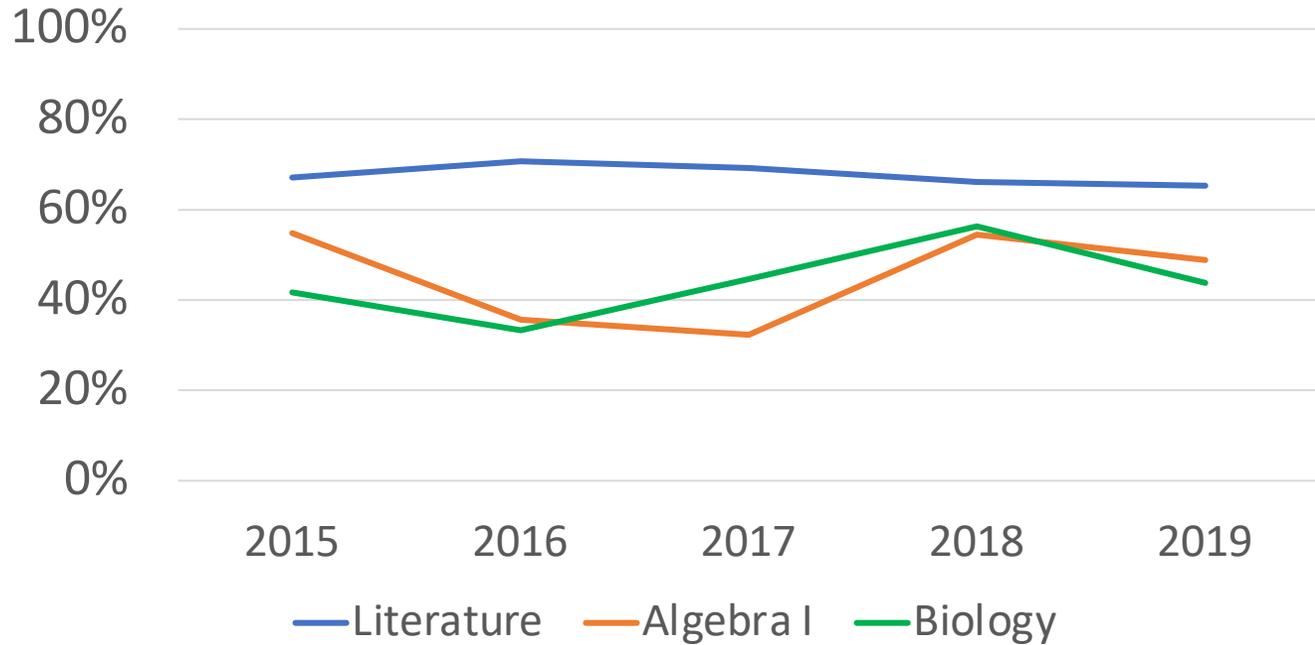


Maritime Academy CS Keystone Proficiency Percentages, 2017-18 and 2018-19

Maritime Academy Keystones
2017-18 and 2018-19



Maritime Academy Keystones 5-Year Trend



	2015	2016	2017	2018	2019
Literature	67.1%	70.7%	69.2%	66.1%	65.3%
Algebra I	54.8%	35.6%	32.3%	54.4%	48.9%
Biology	41.7%	33.3%	44.6%	56.3%	43.8%

Maritime
Academy
CS
Keystones,
5-Year
Trend (11th
graders)

Pennsylvania's School Performance System: Future Ready PA Index

The screenshot shows the website interface for Maritime Academy CS. At the top, the URL is futurereadypa.org/Performance/215069176243072089150051234143245147030197167188/0312150362351031581701222060691.... The header includes the "FUTURE READY PA INDEX" logo and navigation links for "Compare Schools" and "Find". The main content area displays "Maritime Academy CS" with a Pennsylvania state icon. Below this are two tabs: "School Performance" (selected) and "School Fast Facts". A section titled "Select a set of measures to get started" features a dropdown menu currently set to "Key for Progress Measures". Three measure categories are presented with icons and descriptions:

- State Assessment Measures:** Represented by a yellow circle with a blue Pennsylvania state outline. Description: "Percent Proficient/Advanced in English Language Arts/Literature".
- On-Track Measures:** Represented by a blue circle with a white line graph. Description: "Percent English Language Growth and Attainment".
- College and Career Measures:** Represented by a yellow circle with a stack of books. Description: "Percent Career Standards Benchmark". Below this, it says "All Student Group Did" followed by three colored circles (blue, green, red).

- Website available to the public with information on all public and charter schools in Pennsylvania

What does Future Ready tell us?

Key for Progress Measures ^

Progress Towards Goal/Standard

 Meets or Exceeds Statewide Goal

 Meets or Exceeds Interim Target

 Not Meeting Statewide Goal/
Interim Target

Current and Previous Performance Comparison

 Increase in Performance from the Previous Year

 Maintained the Same Performance from the Previous Year

 Decrease in Performance from the Previous Year

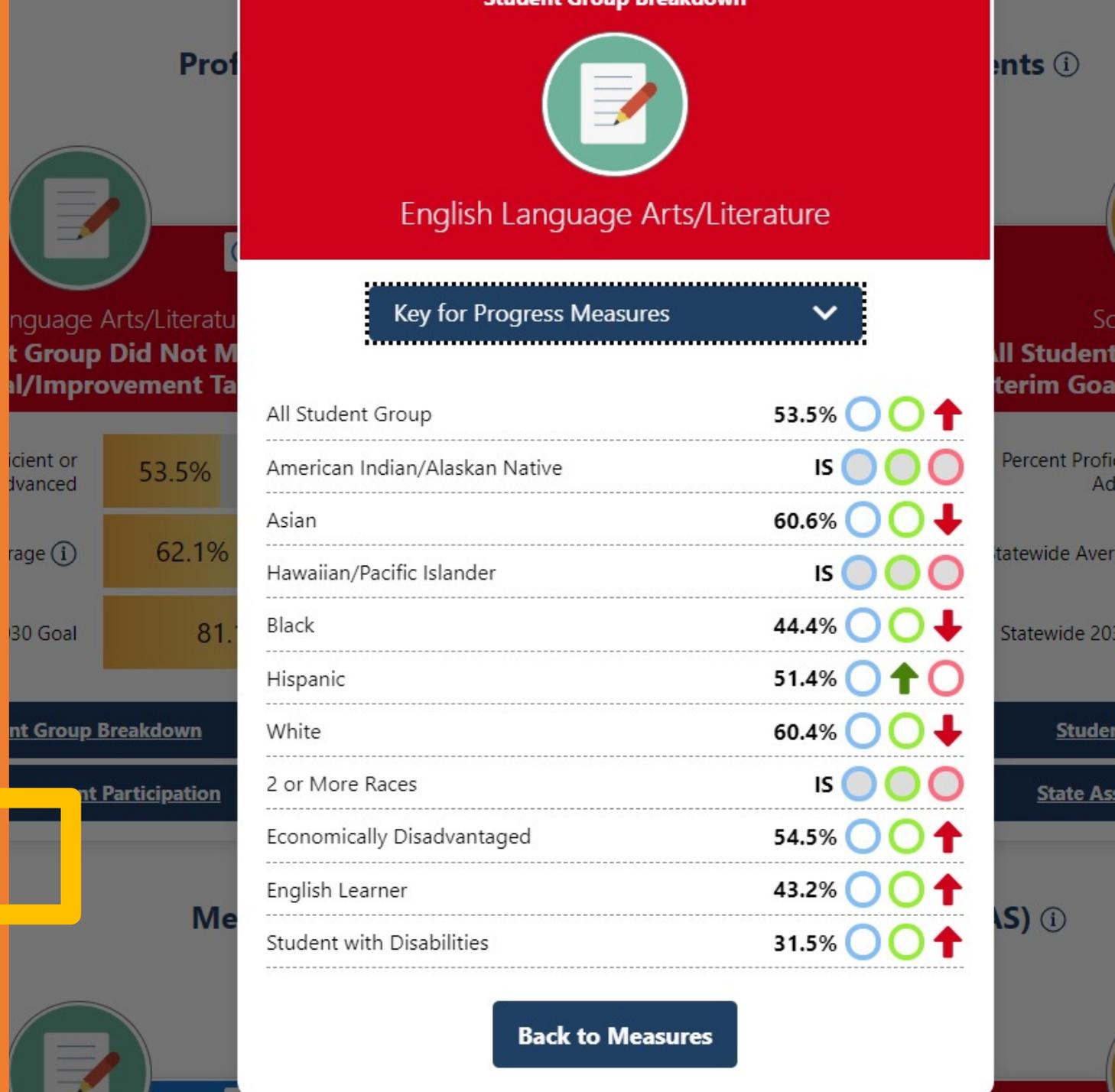
IS- Insufficient Sample **NA-** Not Applicable
Color coding and arrows provide information about school progress.

Two ways of thinking about progress

1) Towards a goal (buttons)

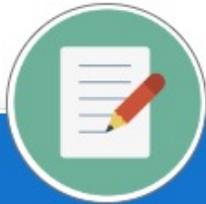
2) In comparison to the previous year (arrows)

Future Ready example 1: ELA, Student Group Breakdown



Future Ready: PVAAS

Meeting Annual Academic Growth Expectations (PVAAS) ⓘ



Federal

English Language Arts/Literature
All Student Group Exceeds the Standard Demonstrating Growth

Academic Growth Score

84.2

Statewide Average Growth Score

75.0

Meeting Statewide Growth Standard

70.0

[Student Group Breakdown](#)



Federal

Mathematics/Algebra
All Student Group Did Not Meet the Standard Demonstrating Growth

Academic Growth Score

63.3

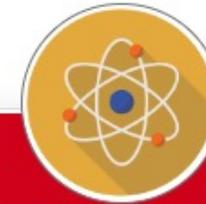
Statewide Average Growth Score

75.3

Meeting Statewide Growth Standard

70.0

[Student Group Breakdown](#)



Science/Biology

All Student Group Did Not Meet the Standard Demonstrating Growth

Academic Growth Score

68.0

Statewide Average Growth Score

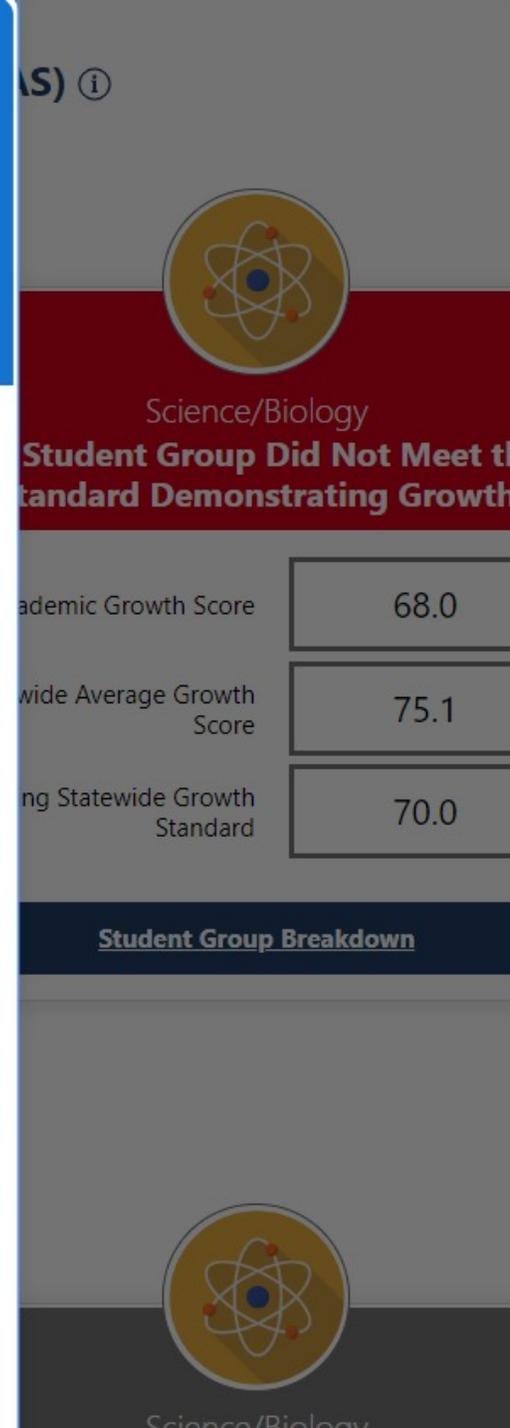
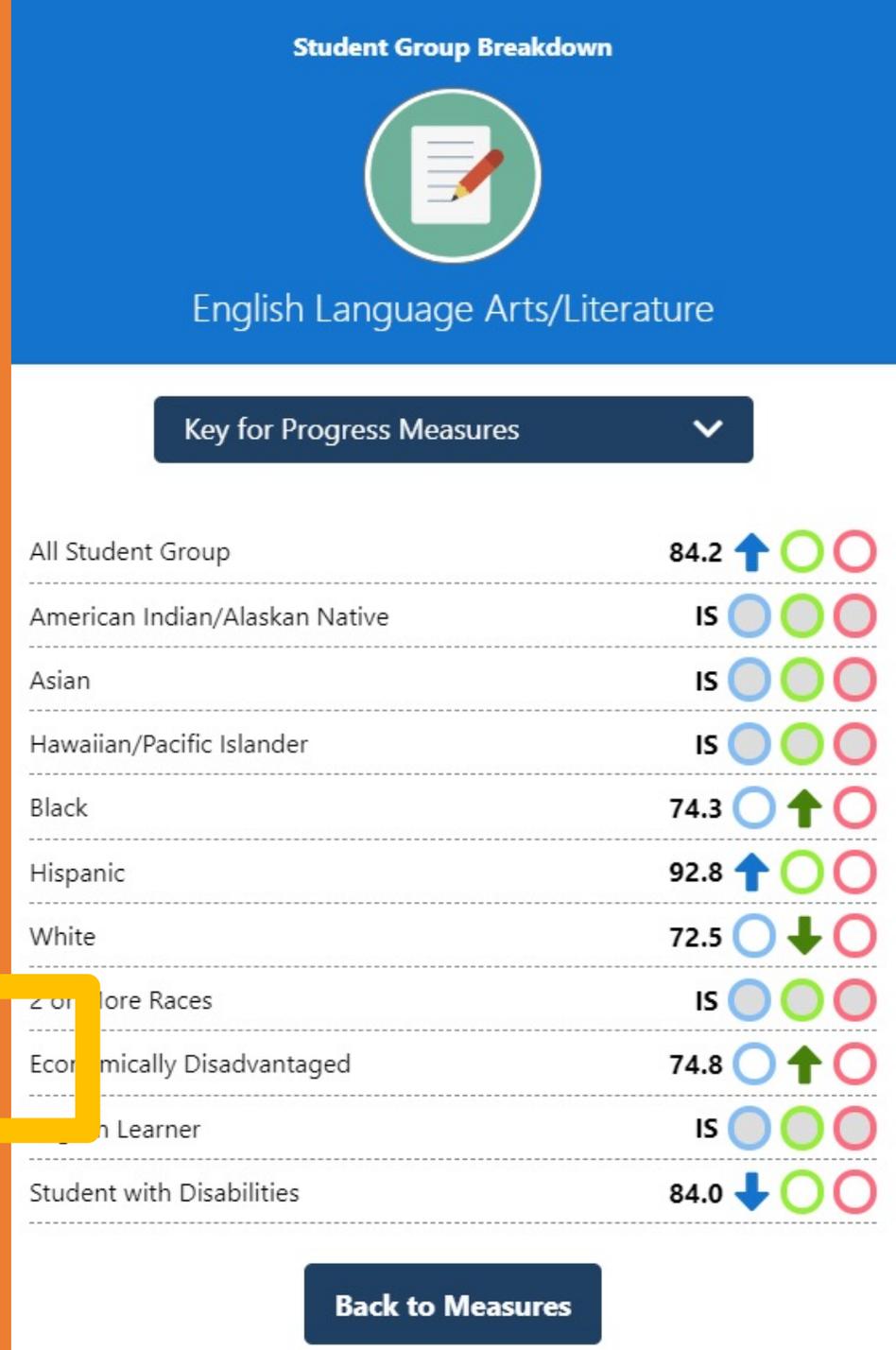
75.1

Meeting Statewide Growth Standard

70.0

[Student Group Breakdown](#)

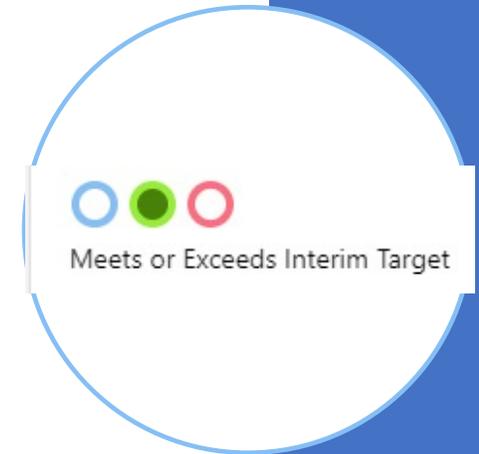
Future Ready Example 2: ELA – PVAAS, Student Group Breakdown



Future Ready PA Index - Strengths

The following student groups ***met their interim targets***

- ELA
- Hispanic Students
- Math
- Asian Students
- Science
- Economically Disadvantaged Students



Future Ready PA Index – Strengths- from 2019



Meets or Exceeds Statewide Goal



Meets or Exceeds Interim Target

The following student groups *met interim targets and/or statewide goals* for growth on the Pennsylvania Value-Added Assessment System (PVAAS) for two years in a row

ELA

- **All Student Group**
- Black
- Hispanic
- White
- Economically Disadvantaged
- Students with Disabilities

Math

- (none)

Science

- Black
- White
- Economically Disadvantaged Students

Future Ready PA Index – Strengths from 2019



Increase in Performance from the Previous
Year

The following student groups showed an *increase in the % of students achieving proficient/advanced* for 1-2 years in a row

ELA

- **All Student Group**
- Economically Disadvantaged
- English Language Learner

Math

- English Language Learner

Science

- **All Student Group**
- White
- Economically Disadvantaged
Students

Future Ready PA Index Concerns



Not Meeting Statewide Goal/
Interim Target



Decrease in Performance from the
Previous Year

Future Ready PA Index – Concerns- Achievement Targets from 2019



Not Meeting Statewide Goal/
Interim Target

The following student groups *did not meet* their interim targets or statewide goals for % of students achieving proficient/advanced

ELA

- **All Student Group**
- Black
- Economically Disadvantaged
- English Language Learner
- Students with Disabilities

Math

- **All Student Group**
- Black
- Hispanic
- White
- Economically Disadvantaged
- English Language Learner
- Students with Disabilities

Science

- **All Student Group**
- Hispanic
- White
- Students with Disabilities

Future Ready PA Index – Concerns- Growth from 2019 Scores



Not Meeting Statewide Goal/
Interim Target

The following student groups ***did not meet*** interim targets and/or **statewide goals for growth** on the Pennsylvania Value-Added Assessment System (PVAAS) for two years in a row

Math

- **All Student Group**
- White
- Economically Disadvantaged

Future Ready PA Index – Concerns-Divide in Achievement from 2019



Decrease in Performance from the
Previous Year

The following student groups showed a *decrease* in the % of students achieving proficient/advanced for two years in a row

ELA

- Asian

Math

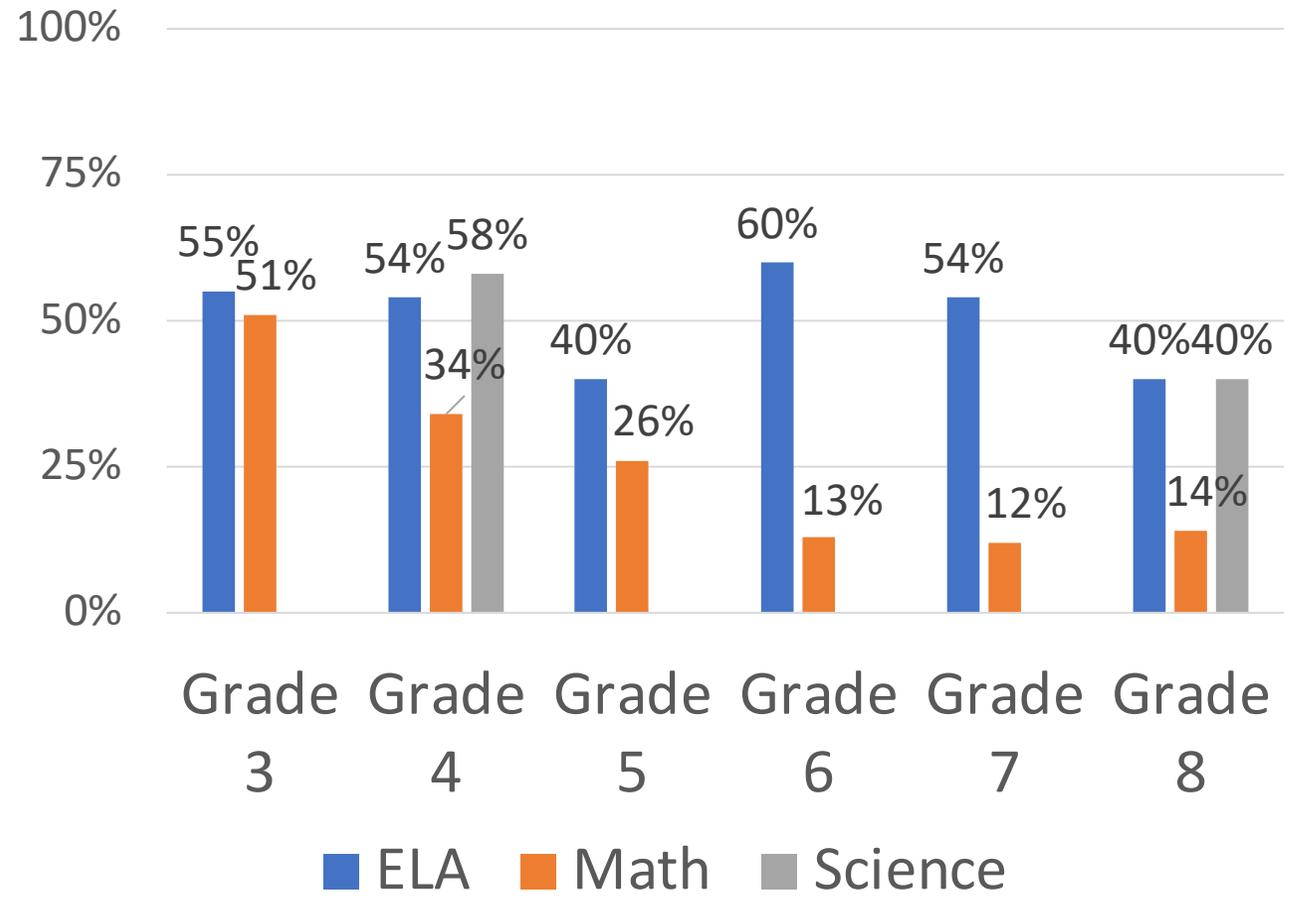
- **All Student Group**
- Economically Disadvantaged
- Students with Disabilities

Science

- Students with Disabilities

Maritime
Academy CS
- Most
Recent
PSSAs
(2019)

Percentage Proficient or Advanced in 2018-19



English PSSAs
2018 and 2019:
Percent Proficient
or Advanced

GRADE	English 2018	English 2019	Difference 18 to 19
Grade 3	65%	55%	-9%
Grade 4	47%	56%	8%
Grade 5	36%	40%	4%
Grade 6	55%	62%	7%
Grade 7	52%	54%	3%
Grade 8	47%	41%	-6%
Total	47%	51%	4%

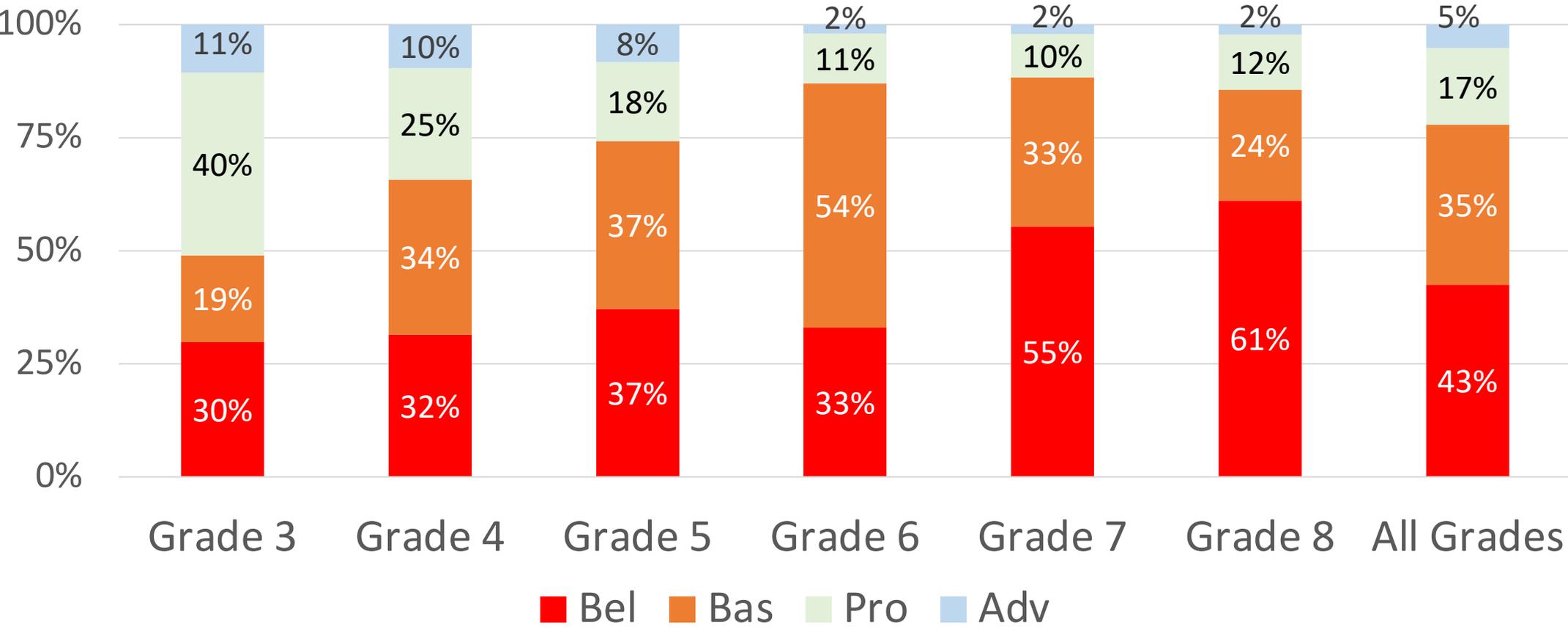
Math PSSAs 2018
and 2019:
Percent Proficient
or Advanced

GRADE	Math 2018	Math 2019	Difference 18 to 19
Grade 3	52%	51%	-1%
Grade 4	31%	34%	3%
Grade 5	27%	26%	-1%
Grade 6	24%	13%	-11%
Grade 7	20%	12%	-8%
Grade 8	18%	14%	-4%
Total	26%	22%	-4%

Science PSSAs
2018 and 2019:
Percent Proficient
or Advanced

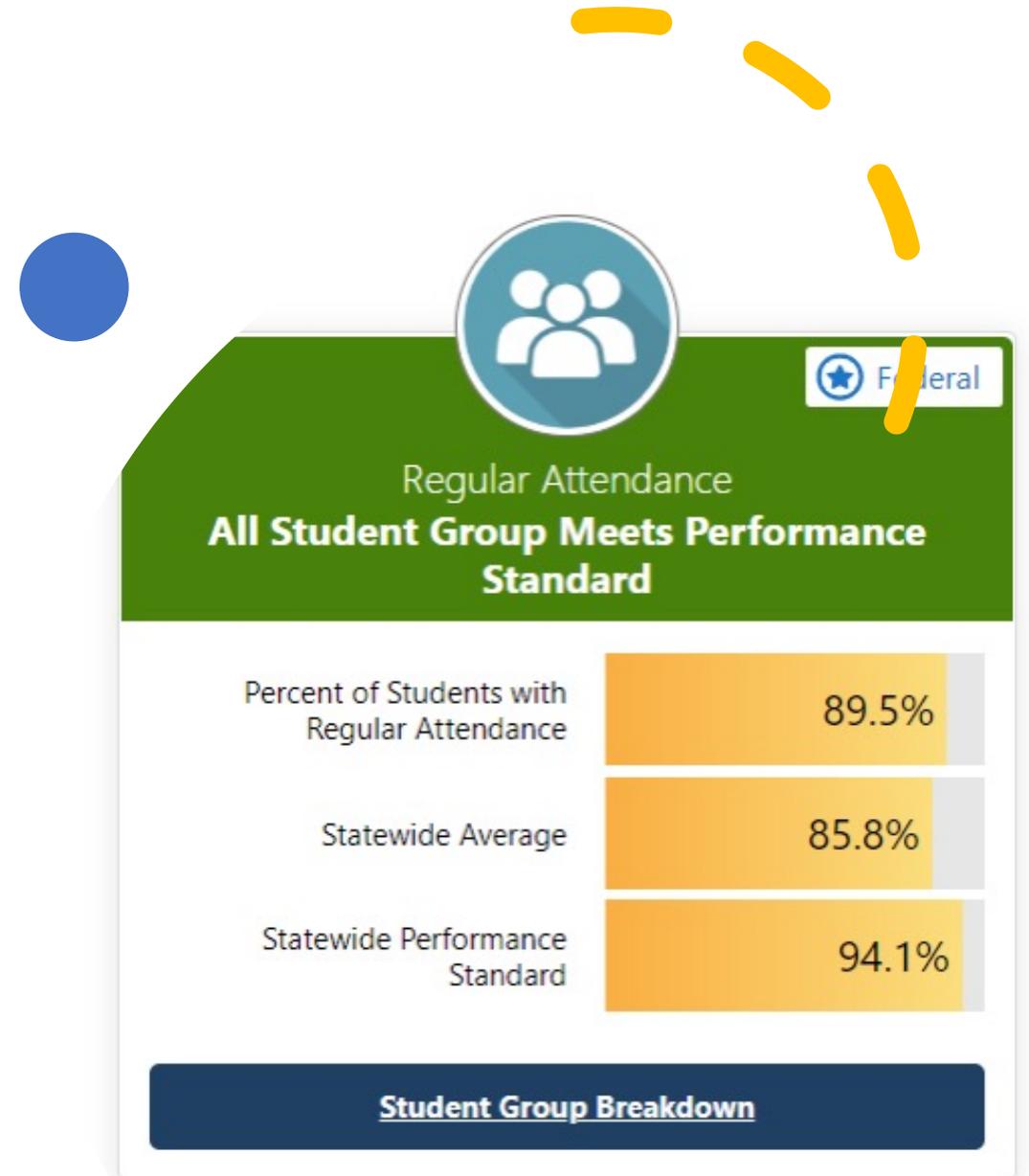
GRADE	Science 2018	Science 2019	difference 18 to 19
Grade 3			
Grade 4	69%	75%	6%
Grade 5			
Grade 6			
Grade 7			
Grade 8	36%	42%	6%
Total	49%	57%	8%

Math PSSA Levels 2019 Grades 3 to 8



Attendance Goals

- District- % over 95% daily attendance
 - Maritime K-8 = 71% in 2018-19
 - Maritime HS = 41% in 2018-19
- State- % over 90% daily attendance
 - Maritime = 89.5%
- Average Daily Attendance



Future Ready PA Index - Strengths

The following student groups *met their Proficiency targets*

PSSA/Keystone (Proficiency)		2017-18			2018-19		
Subject	Student Group	Percent Proficient or Advanced	Progress Towards Goal/Standard	Performance Comparison to Previous Year	Percent Proficient or Advanced	Progress Towards Goal/Standard	Performance Comparison to Previous Year
ELA	Hispanic	41.4%	Not meeting	Decrease	51.4%	Meets interim	Increase
Math	Asian	41.2%	Not meeting	Decrease	55.9%	Meets interim	Increase
Science/Biology	Economically Disadvantaged	51.8%	Not meeting	Increase	58.6%	Meets interim	Increase

Future Ready PA Index – Strengths from 2019

The following student groups *met interim targets and/or statewide goals* for growth on the Pennsylvania Value-Added Assessment System (PVAAS) for two years in a row

PVAAS (Growth)		2017-18			2018-19		
Subject	Student Group	Value	Progress Towards Goal/Standard	Performance Comparison to Previous Year	Value	Progress Towards Goal/Standard	Performance Comparison to Previous Year
ELA	All Student Group	73.2	Meets interim	Decrease	84.2	Meets statewide	Increase
ELA	Black	73.3	Meets interim	Maintained	74.3	Meets interim	Increase
ELA	Hispanic	73.7	Meets interim	Maintained	92.8	Meets statewide	Increase
ELA	White	74.7	Meets interim	Maintained	72.5	Meets interim	Decrease
ELA	Economically Disadvantaged	73	Meets interim	Maintained	74.8	Meets interim	Increase
ELA	Student with Disabilities	91.8	Meets statewide	Maintained	84	Meets statewide	Decrease
Science/Biology	Black	70.3	Meets interim	Maintained	70.3	Meets interim	Maintained
Science/Biology	White	79	Meets interim	Maintained	72	Meets interim	Decrease
Science/Biology	Economically Disadvantaged	72.3	Meets interim	Maintained	71	Meets interim	Decrease

Future Ready PA Index – Strengths from 2019

The following student groups showed an *increase in the % of students achieving proficient/advanced* for two years in a row

PSSA/Keystone (Proficiency)		2017-18			2018-19		
Subject	Student Group	Percent Proficient or Advanced	Progress Towards Goal/Standard	Performance Comparison to Previous Year	Percent Proficient or Advanced	Progress Towards Goal/Standard	Performance Comparison to Previous Year
ELA	All Student Group	52.3%	Not meeting	Increase	53.5%	Not meeting	Increase
ELA	Economically Disadvantaged	52.3%	Not meeting	Increase	54.5%	Not meeting	Increase
ELA	English Learner	IS			43.2%	Not meeting	Increase
Math	English Learner	IS			28.9%	Not meeting	Increase
Science/Biology	All Student Group	51.8%	Not meeting	Increase	54.8%	Not meeting	Increase
Science/Biology	White	54.0%	Not meeting	Increase	59.5%	Not meeting	Increase
Science/Biology	Economically Disadvantaged	51.8%	Not meeting	Increase	58.6%	Meets interim	Increase

The following student groups *did not meet* their interim targets or statewide goals for % of students achieving proficient/advanced from **2019**

PSSA/Keystone (Proficiency)		2017-18			2018-19		
Subject	Student Group	Percent Proficient or Advanced	Progress Towards Goal/Standard	Performance Comparison to Previous Year	Percent Proficient or Advanced	Progress Towards Goal/Standard	Performance Comparison to Previous Year
ELA	All Student Group	52.3%	Not meeting	Increase	53.5%	Not meeting	Increase
ELA	Black	47.5%	Not meeting	Increase	44.4%	Not meeting	Decrease
ELA	Economically Disadvantaged	52.3%	Not meeting	Increase	54.5%	Not meeting	Increase
ELA	English Learner	IS			43.2%	Not meeting	Increase
ELA	Student with Disabilities	28.6%	Not meeting	Decrease	31.5%	Not meeting	Increase
Math	All Student Group	27.7%	Not meeting	Decrease	26.3%	Not meeting	Decrease
Math	Black	21.0%	Not meeting	Increase	14.5%	Not meeting	decrease
Math	Hispanic	21.3%	Not meeting	Increase	20.3%	Not meeting	decrease
Math	White	36.4%	Not meeting	Increase	34.0%	Not meeting	decrease
Math	Economically Disadvantaged	27.7%	Not meeting	Decrease	27.3%	Not meeting	decrease
Math	English Learner	IS			28.9%	Not meeting	Increase
Math	Student with Disabilities	24.2%	Not meeting	Decrease	20.2%	Not meeting	decrease
Science/Biology	All Student Group	51.8%	Not meeting	Increase	54.8%	Not meeting	Increase
Science/Biology	Hispanic	40.0%	Not meeting	Decrease	54.1%	Not meeting	Increase
Science/Biology	White	54.0%	Not meeting	Increase	59.5%	Not meeting	Increase
Science/Biology	Student with Disabilities	29.3%	Not meeting	Decrease	28.6%	Not meeting	Decrease

The following student groups ***did not meet*** interim targets and/or **statewide goals for growth** on the Pennsylvania Value-Added Assessment System (PVAAS) for two years in a row in the listed core subjects from 2019

PVAAS (Growth)		2017-18			2018-19		
Subject	Student Group	Value	Progress Towards Goal/Standard	Performance Comparison to Previous Year	Percent Proficient or Advanced	Progress Towards Goal/Standard	Performance Comparison to Previous Year
Math	All Student Group	52.8	Not meeting	Decrease	63.3	Not meeting	Increase
Math	White	57	Not meeting	Maintained	54.2	Not meeting	Decrease
Math	Economically Disadvantaged	53.2	Not meeting	Maintained	65	Not meeting	Increase

The following student groups showed a *decrease* in the % of students achieving proficient/advanced for two years in a row from 2019

PSSA/Keystone (Proficiency)		2017-18			2018-19		
Subject	Student Group	Percent Proficient or Advanced	Progress Towards Goal/Standard	Performance Comparison to Previous Year	Percent Proficient or Advanced	Progress Towards Goal/Standard	Performance Comparison to Previous Year
ELA	Asian	66.7%	Meets interim	Decrease	60.6%	Not meeting	Decrease
Math	All Student Group	27.7%	Not meeting	Decrease	26.3%	Not meeting	Decrease
Math	Economically Disadvantaged	27.7%	Not meeting	Decrease	27.3%	Not meeting	decrease
Math	Student with Disabilities	24.2%	Not meeting	Decrease	20.2%	Not meeting	decrease
Science/Biology	Student with Disabilities	29.3%	Not meeting	Decrease	28.6%	Not meeting	Decrease

Priority Areas:
Where to focus
federal resources
to meet the
school's vision of
cadets ready for
post-secondary
success?

Thoughts:

- More Teacher training (e.g., in methods, curriculum, or subject content)
- More parent training
- More tutors
- More technology
- More partnerships with outside agencies
- More curricula
- More assessments
- More out-of-schooltime opportunities (e.g., summer, afterschool)
- More extracurricular activities (robotics clubs, etc.)

Parent and Family Activities at MACS

- Ideas for Parent and Family Activities
 - Speakers on Topics of interest (e.g., college, maritime and other careers, financial literacy, supporting student learning)
 - Music nights
 - Afterschool parent-student arts activities
 - Technology literacy
 - Math and Science nights
 - Other Ideas?

School-Parent Title I Compact- Review

- School Parent Compact- review responsibilities
- Review model Compact from PDE
- Suggested changes for school, parent, student responsibilities

Collecting your thoughts and ideas

We'll send surveys asking for your opinions on:

- Student needs- academic, social, emotional, developmental that could use attention in the coming year and areas of student capabilities to target (e.g., math, science, maritime knowledge and skills)
- Student groups who may need additional attention
- Thoughts on strategies or activities that could help meet the needs of students
- Thoughts on activities to involve parents and families in supporting students and making decisions
- Thoughts on School-Parent Compact

Thank you for Participating in the Federal Programs Review and Planning

After we gather input from you, we'll organize the needs assessment and outline a draft plan with strategies and activities for next year.

Our aim is to make any necessary revisions to the Title I Schoolwide Plan AND to use your input to adjust the Federal Title budgets and build ESSER budgets for 2021-22