



Maritime Academy Charter School

2275 Bridge Street, Building 11

Philadelphia, PA 19137

Phone: 215-535-4555

Fax: 215-535-4398

TSI Title 1 Comprehensive Plan | 2025 – 2028



VISION AND MISSION STATEMENT

VISION:

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

MISSION:

- Maritime Academy Charter School strives to instill in each cadet an appreciation of our nation's maritime heritage via hands-on access to the global transportation industry, particularly as it relates to the Ports of the Delaware River and Bay.
- Maritime Academy Charter School expects all K-12 cadets to master their respective standards-based curricula for graduation, post-secondary education and career opportunities.
- Maritime Academy Charter School provides a nurturing school environment that develops a strong sense of community, individual self-confidence and the recognition of the strength of differences across people and all cultures.

Approved by nine Board Members/Staff on 11/12/2015.

Profile and Plan Essentials

LEA Type		AUN
Charter School		126510014
Address 1		
2275 Bridge St		
Address 2		
City	State	Zip Code
Philadelphia	PA	19137
Chief School Administrator		Chief School Administrator Email
Mr Matthew Wilson		wilson.m@maritimecharter.org
Single Point of Contact Name		
Matthew Wilson		
Single Point of Contact Email		
wilson.m@maritimecharter.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
215-535-4555		
Principal Name		
Peter Saunders		
Principal Email		
Saunders.p@maritimecharter.org		
Principal Phone Number		Principal Extension
215-535-4555		5308
School Improvement Facilitator Name		School Improvement Facilitator Email
Alexander Schuh		a.schuh@verizon.net

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Peter Saunders	Administrator	Elementary/Middle School	saunders.p@maritimecharter.org
Jermaine Ithier	Administrator	High School	ithier.j@maritimecharter.org
Theresa Taylor	Parent	High School	mommytodivas123@gmail.com
Steve Hewitt	Administrator	High School	hewitt.s@maritimecharter.org
Eugene Mattioni	Chief School Administrator	Elem./Middle and High School	mattioni.e@maritimecharter.org
Matt Wilson	Administrator	High School	wilson.m@maritimecharter.org
Thomas Sesto	Teacher	High School	sesto.t@maritimecharter.org
Kimberly Bonanni	Administrator	Elem./Middle and High School	bonanni.k@maritimecharter.org
Alex Schuh	District Level Leaders	Federal Programs Coordinator	a.schuh@verizon.net
Caroline Stead	Teacher	Middle School	stead.c@maritimecharter.org
Natalie Mendieta	Parent	Elementary/Middle School	natalie.mendieta@maritimecharter.org
Ethan Serrano	Student	High School	ethan.serrano@maritimestudents.org
Khensan Gilmore	Student	High School	khensani.gilmore@maritimestudents.org
Craig Butler	District Level Leaders	Business manager	CButler@foundationsinc.org
Zoe Groff	Community Member	Business person	zoe@schoolfrontiers.com
Scott Cointot	Board Member	Board Chair	scottcointot@outlook.com
Michael Peitsinovski	Teacher	High School Teacher	peitsinovski.m@maritimecharter.org
Melissa Tizer	Parent	Parent/Staff	tizer.m@maritimecharter.org

LEA Profile

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 and liberty, with ample natural resources and production on a world-class scale has attracted a huge number of people to this location on the lower Delaware River. 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, present few job opportunities, and invite 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 themselves 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 the area.

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

Mission and Vision

Mission

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

Vision

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 and a high school of grades 9-12. Each small learning community utilizes proven strategies and curricula to provide urban youth the support needed to accelerate learning and mastery of the Pennsylvania Academic Standards in all areas. Students' goals and progress are organized, documented and assessed using an individual learning plan, developed jointly with parents and teachers. The learning plan begins with a baseline assessment at the student's entry to the school, and focuses on achieving the School's rigorous standards. MACS uses advanced computing technology where possible to connect students with the latest educational tools to develop students' skills in: using technology in the workplace, using computers for learning, using computers for research, using maritime-specific technologies for navigation, communication, and developing and marketing their ideas. This is accomplished by working closely with education partners and community partners and drawing on their expertise in the area of using computers for learning and for work. The School's ultimate goal is to have all students possess the knowledge and skills to lead productive, successful lives after high school, and possess the attitudes and habits necessary to be fully engaged contributors to their communities.

Educational Values

Students

At MACS, we believe that all of our students can learn and achieve at high academic levels, because they are provided with high quality learning tools and curricula, sufficient time to master essential knowledge and skills at the appropriate grade levels, and support and accommodations needed to tailor their learning opportunities to their particular needs, abilities and disabilities. In order to achieve these lofty goals with our students, we expect them to make a commitment to continually challenge themselves academically and to fully participate in their education at all times.

Staff

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

Administration

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

Parents

The parents of students at Maritime Academy Charter School will provide the family and home support that their children need in order to thrive academically, socially and behaviorally at the school. Parents are expected to ensure that students are well-rested, nourished, engaged in their schoolwork, have a safe environment in which to learn outside of school, and attend school regularly. Parents are expected

to maintain an active level of communication with teachers and other members of the staff, and to work with teachers to plan and support their child's learning through phone calls, conferences, parent nights, and similar connections. Parents are expected to provide input to goal-setting and priority-setting activities and to help guide and review spending of federal education funds (e.g., Title I, Title II, etc.).

Community

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

Other (Optional)

Omit selected.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	True 1	True 2	True 3	True 4	True 5	True 6
True 7	True 8	True 9	True 10	True 11	True 12	

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Four Year Cohort Percent Graduation	4 Year cohort graduation was 95.8% in 2023, exceeding the statewide 2033 goal of 92.4%. Five year cohort graduation rate was 98.8%, exceeding the statewide average of 89.7%.
ELA Growth score PVAAS	The ALL students group met the statewide PVAAS growth standard in ELA in 2023-24 at 86.2 vs. target of 70.
Math Growth score PVAAS	The ALL students group exceeded the statewide PVAAS growth standard in Math in 2023-24, at 86.7 vs. target of 70.
Science Growth score PVAAS	The ALL students group exceeded the statewide PVAAS growth standard in Science in 2023-24 at 74.7 vs. target of 70.

Challenges

Indicator	Comments/Notable Observations
Proficient or Advanced on Pennsylvania State Assessments: English Language Arts/Literature	All Student Group was far below the state average proficiency in English in 2023-24 (28.6% vs 53.9%)
Proficient or Advanced on Pennsylvania State Assessments: Mathematics/Algebra	All Student Group was far below the state average proficiency in Math in 2023-24 (16.5% vs 40.2%)
Proficient or Advanced on Pennsylvania State Assessments: Science/Biology	All Student Group was far below the state average proficiency in Science in 2023-24 (37.4% vs. 59.2%)
English Language Proficiency of English Language Learner Group	ELL English Language proficiency/progress toward proficiency was below the statewide average in 2023-24 (14% vs. 32%)
Percent of students with regular attendance	Percent of students with regular attendance was far below the statewide average in 2022-23 (59.9% vs. 78.1%) [attendance has a one year lag in reporting]

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator Proficiency on state Science tests in ELL group ESSA Student Subgroups English Learners	Comments/Notable Observations English Learner students' proficiency on Science assessments from 22.7% in 2020-21 to 45.0% in 2021-22 to 46.2% in 2022-23, though it declined in 2024 (to 30.4%)
Indicator Meeting Annual Academic Growth Expectations (PVAAS), 2023-24 in Math ESSA Student Subgroups African-American/Black, Hispanic, White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Hispanic students, economically disadvantaged students, Black students, white students, and students with disabilities all met state standards for growth in Math on the Pennsylvania Value-Added Assessment System (PVAAS) in 2023-24.
Indicator Meeting Annual Academic Growth Expectations (PVAAS), 2023-24 in English ESSA Student Subgroups African-American/Black, White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Hispanic students, economically disadvantaged students, English Learners and white students all met state standards for growth in English on the Pennsylvania Value-Added Assessment System (PVAAS) in 2023-24.
Indicator Exceeding the statewide Proficiency score on state English tests (2022-23) ESSA Student Subgroups Asian (not Hispanic)	Comments/Notable Observations In English, Asian students exceeded the statewide proficiency percentage in 2021, 2022 and 2023 (no available data for Asian student English PSSA performance in 2024).

Challenges

Indicator Students' attendance ESSA Student Subgroups English Learners	Comments/Notable Observations Only 75% of English learners attended 90% or more of school days in 2023-24
Indicator	Comments/Notable Observations

Proficient or Advanced on Pennsylvania State Assessments in ELA (2023-24) ESSA Student Subgroups African-American/Black, Hispanic, White, Economically Disadvantaged, English Learners, Students with Disabilities	In English/Language Arts, Black students, Hispanic students, white students, economically disadvantaged, English learners, and students with disabilities did not meet their interim targets or statewide goals for % of students achieving proficient/ advanced in 2024, and were far below state average.
Indicator Proficient or Advanced on Pennsylvania State Assessments in Science (2023-24) ESSA Student Subgroups African-American/Black, Hispanic, White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations In Science, Black students, Hispanic students, white students, economically disadvantaged students, and students with disabilities did not meet their interim targets or statewide goals for % of students achieving proficient/advanced in 2024 and were far below state average.
Indicator Proficient or Advanced on Pennsylvania State Assessments in Math (2023-24) ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Hispanic, White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations In Math, Asian students, Black students, Hispanic students, white students, economically disadvantaged students, English learners, and students with disabilities did not meet their interim targets or statewide goals for % of students achieving proficient/advanced in 2023-24, and were far below state average.

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

4 Year cohort graduation was 95.8% in 2023, exceeding the statewide 2033 goal of 92.4%. Five year cohort graduation rate was 98.8%, exceeding the statewide average of 89.7%..
The ALL students group met the statewide PVAAS growth standard in ELA in 2023-24 at 86.2 vs. target of 70.
The ALL students group exceeded the statewide PVAAS growth standard in Math in 2023-24, at 86.7 vs. target of 70.
The ALL students group exceeded the statewide PVAAS growth standard in Science in 2023-24 at 74.7 vs. target of 70.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

All Student Group was far below the state average proficiency in English in 2023-24 (28.6% vs 53.9%)
All Student Group was far below the state average proficiency in Math in 2023-24 (16.5% vs 40.2%)
All Student Group was far below the state average proficiency in Science in 2023-24 (37.4% vs. 59.2%)
ELL English Language proficiency/progress toward proficiency was below the statewide average in 2023-24 (14% vs. 32%)
Percent of students with regular attendance was far below the statewide average in 2022-23 (59.9% vs. 78.1%) [attendance has a one year lag in reporting]

Local Assessment

English Language Arts

Data	Comments/Notable Observations
K-4 DRA scale score growth Fall to Spring	K-4th grade scale scores improved by an average of 8.6 points from Fall 2023 to Spring 2024 on the benchmark assessment (iXL)
K-4 DRA on grade level achievement in Spring	65% of all 1-4 students achieved on grade level proficiency on the Spring DRA (benchmark assessment) in 2024

English Language Arts Summary

Strengths

K-4th grade scale scores improved by an average of 8.6 points from Fall 2023 to Spring 2024 on the benchmark assessment (Reading iXL)
65% of all 1-4 students achieved on grade level proficiency on the Spring DRA (benchmark assessment) in 2024

Challenges

There was not an English Language Arts (benchmark) assessment for students in grades 5-12 in the 2023-24 school year
35% if all grade 1-4 students did not achieve grade level proficiency on the Spring DRA (benchmark) in 2024.

Mathematics

Data	Comments/Notable Observations
Level Up Universal Screener Growth K-8	Scale scores of K-8 students on the Level Up Reading Universal Screener improved by an average of 1% from Fall to Spring in 2023-24
Level Up Universal Screener Proficiency K-8	18% of all K-8 students achieved proficiency on the Level Up Reading Universal Screener in Spring 2024
iXL Diagnostic Growth 9-12	Scale scores of grade 9-12 students on the iXL Reading Diagnostic improved by an average of 0.6% from Fall to Spring in 2023-24
iXL Diagnostic Proficiency 9-12	1.1% of all grade 9-12 students achieved proficiency on the iXL Reading Diagnostic in Spring 2024

Mathematics Summary

Strengths

18% of all K-8 students achieved proficiency on the Level Up Math Universal Screener in Spring 2024
Scale scores of 9-12 students on the iXL Math Diagnostic improved by an average of 0.6% from Fall to Spring in 2023-24

Challenges

Scale scores of K-8 students on the Level Up Math Universal Screener improved by an average of only 1% from Fall to Spring in 2023-24
Scale scores of 9-12 students on the iXL Math Diagnostic improved by an average of only 0.6% from Fall to Spring in 2023-24
Only 1.1% of all 9-12 students achieved proficiency on the iXL Math Diagnostic in Spring 2024

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
no interim progress tracking data for Science was collected in 23-24	no interim progress tracking data for Science was collected in 23-24

Science, Technology, and Engineering Education Summary

Strengths

No progress tracking data were collected for science in 23-24

Challenges

No progress tracking data were collected for Science in 23-24

Related Academics

Career Readiness

Data	Comments/Notable Observations
Industry-Based Learning	0% of students completed Industry-Based Learning - far below the statewide average in 2023-24.
Future Ready: Post Secondary Transition to School, Military, or Work	Post Secondary Transition - 68% of seniors transitioned to either post-secondary education (46%), the military (11%), or the PA workforce (38%).
AP courses	In 2023-2024, 32 students successfully completed AP courses in Literature, Environmental Science, and U.S History.
Future Ready PA Index Industry credential	0% of students earned industry-recognized credentials - far below the statewide average in 2023-24
Future Ready PA Index work based learning experience	0% of students completed work-based learning experience - far below the statewide average in 2023-24 [in future ready- this percentage is actually higher than what is reported]
Students taking college-level courses in 2023-24	9 seniors participated in the Community College of Philadelphia – Dual Enrollment Program earning both high school and college credits. A total of 6 courses were taken with a total of 21 college credits earned.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

True We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

college credits. A total of 6 courses were taken with a total of 21 college credits earned.
All Sophomore students took the PSAT in 2023-24.
51/53 seniors took the SAT, and 4 students earned over 1000 points in the combined Math/Verbal score.
Post Secondary Transition - 67.9% of seniors transitioned to either post-secondary education (46%), the military (11%), or the PA workforce (38%). This percentage is close to the statewide percentage of 76.4%.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

0% of students earned industry-recognized credentials - far below the statewide average in 2023-24.
0% of students completed work-based learning experience - far below the statewide average in 2023-24.
Only 4 students out of 51 Seniors earned over 1000 on the combined SAT Math and Verbal tests in 2023-24.

Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Proficiency on state English Language Arts tests in ELL group in 2023-24	Proficiency on state English Language Arts tests in ELL group in 2023-24 did not meet statewide goal / interim target - (26.2%), but increased from previous year.
Proficiency on state Math tests in ELL group in 2023-24	Not meeting statewide PSSA Math goal / interim target (16.4%), but increased from previous year (10.7%)
PVAAS growth standard on state English Language Arts tests in ELL group in 2023-24	The ELL group exceeded the statewide PVAAS growth standard in ELA each of the most recent three years, 2022 to 2024 (72.0 vs. 70)

Students with Disabilities

True This student group is not a focus in this plan.

Students Considered Economically Disadvantaged

True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Proficiency on state Science tests in ELL group in 2022-23 met or exceeded interim target - increase in performance from the previous year (46.2%)
PVAAS growth standard on state English Language Arts tests in ELL group in 2023-24 exceeded the statewide PVAAS growth standard (72 vs. 70)
English Language Learner English proficiency was 26.2% in 2023-24, which was higher than the 22.4% proficiency of that group in 2023.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Proficiency on state English Language Arts tests in ELL group in 2023-24 did not meet statewide goal / interim target (26.2% vs. 53.9%).
ELL students did not meet statewide PSSA Math goal / interim target (16.4%), but increased from previous year (10.7%)
English Language Learner growth was below the state average percentage by 17% in 2023-24.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Gen Ed teachers are receiving professional development regarding methods for working with Special Ed teachers. Gen Ed teachers, Special Ed teachers, and parents are receiving training in how to utilize software to improve educational opportunities for Special Ed students.
Title 1 and ARP ESSER Supported Programs	Students have received training in use of computers for learning. Students have adequate access to computers and software for remote learning. Students have access to additional tutoring during school hours and after school. All students in the school have 1 to 1 laptop computers and access to the Internet at home. A full summer and school year after school program ("CLC" program) has been implemented for low income students.
Student Services	Students have counselors who are fully trained and certified. Students have access to a full-time psychologist, two social workers, and four counselors who provide support at each campus.
K-12 Guidance Plan (339 Plan)	All staff has received PBIS training on responsive classroom and trauma-informed instruction. Students have additional career guidance and opportunities for workplace experiences in high school. Students have opportunities to make connections with resources and people outside of the school related to their career interests (e.g.. a mentorship program).
Technology Plan	All staff have been given ongoing training in Google Docs, Zoom and Google Classroom. All students have received training on how to use computers for remote learning. Teachers have received training in how to employ educational software for learning such as Study Island, Dreambox and Edgenuity. The school has hired an additional IT support staff member. The school has successfully implemented 1 to 1 computing with all students in the school. The school successfully employed educational software to boost students' learning. The school implemented new online-supported curricula for Math and Science, which will require training. The school has implemented a single sign-on system for every student for all learning platforms. All this new technology needs additional support and infrastructure to be successful.
English Language Development Programs	The number of ELL students in the school continues to increase each year. The increase has brought the school up to 11% ELL students, from close to 2% a few years ago. All ELL students are being tested in a timely manner (2023-24). Regular classroom teachers need more training in how to incorporate ELL students' learning goals into their classrooms. The school has hired certified ELL teachers to teach ELL students.
Additional extracurricular classes and clubs	Students are being provided with a range of extracurricular activities, including multiple sports teams, robotics teams, academic tutoring, STEM activities, Sea Cadets and credit recovery. High school students are able to participate in sports, 21st Century after school clubs, music, language clubs, cooking clubs, and maritime-focused clubs. Students are also given opportunities to attend trips that are focused on their interests, including a yearly boating trip and visits to Washington, D.C.

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Gen Ed teachers are receiving professional development regarding methods for working with Special Ed teachers. Gen Ed teachers, Special Ed teachers, and parents are receiving training in how to utilize software to improve educational opportunities for Special Ed students.
Students have received training in use of computers for learning. Students have adequate access to computers and software for remote learning. Students have access to additional tutoring during school hours and after school. All students in the school have 1 to 1 laptop computers and access to the Internet at home. A full summer and school year after school program ("CLC" program) has been implemented for low income students.
Students have counselors who are fully trained and certified. Students have access to a full-time psychologist, two social workers, and four counselors who provide support at each campus.
Students are being provided with a range of extracurricular activities, including multiple sports teams, robotics teams, academic tutoring, STEM activities, Sea Cadets and credit recovery. High school students are able to participate in sports, 21st Century after school clubs, music, language clubs, cooking clubs, and maritime-focused clubs. Students are also given opportunities to attend trips that are focused on their interests, including a yearly boating trip and visits to Washington, D.C.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

Students need additional career guidance, opportunities for workplace experiences and internships and opportunities for mentorships in high school.
Regular classroom teachers need more training in how to effectively teach ELL students in their classrooms.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Implement an evidence-based system of schoolwide positive behavior interventions and supports
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Identify professional learning needs through analysis of a variety of data
Implement evidence-based strategies to engage families to support learning
Continuously monitor implementation of the school improvement plan and adjust as needed
Monitor and evaluate the impact of professional learning on staff practices and student learning
Provide frequent, timely, and systematic feedback and support on instructional practices

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
4 Year cohort graduation was 95.8% in 2023, exceeding the statewide 2033 goal of 92.4%. Five year cohort graduation rate was 98.8%, exceeding the statewide average of 89.7%..	False
The ALL students group met the statewide PVAAS growth standard in ELA in 2023-24 at 86.2 vs. target of 70.	False
The ALL students group exceeded the statewide PVAAS growth standard in Math in 2023-24, at 86.7 vs. target of 70.	False
The ALL students group exceeded the statewide PVAAS growth standard in Science in 2023-24 at 74.7 vs. target of 70.	False
K-4th grade scale scores improved by an average of 8.6 points from Fall 2023 to Spring 2024 on the benchmark assessment (Reading iXL)	False
65% of all 1-4 students achieved on grade level proficiency on the Spring DRA (benchmark assessment) in 2024	False
	False
Post Secondary Transition - 67.9% of seniors transitioned to either post-secondary education (46%), the military (11%), or the PA workforce (38%). This percentage is close to the statewide percentage of 76.4%.	False
PVAAS growth standard on state English Language Arts tests in ELL group in 2023-24 exceeded the statewide PVAAS growth standard (72 vs. 70)	False
English Language Learner English proficiency was 26.2% in 2023-24, which was higher than the 22.4% proficiency of that group in 2023.	False
Students have counselors who are fully trained and certified. Students have access to a full-time psychologist, two social workers, and four counselors who provide support at each campus.	False
Students are being provided with a range of extracurricular activities, including multiple sports teams, robotics teams, academic tutoring, STEM activities, Sea Cadets and credit recovery. High school students are able to participate in sports, 21st Century after school clubs, music, language clubs, cooking clubs, and maritime-focused clubs. Students are also given opportunities to attend trips that are focused on their interests, including a yearly boating trip and visits to Washington, D.C.	False
51/53 seniors took the SAT, and 4 students earned over 1000 points in the combined Math/Verbal score.	False

Implement an evidence-based system of schoolwide positive behavior interventions and supports	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
Gen Ed teachers are receiving professional development regarding methods for working with Special Ed teachers. Gen Ed teachers, Special Ed teachers, and parents are receiving training in how to utilize software to improve educational opportunities for Special Ed students.	True
Students have received training in use of computers for learning. Students have adequate access to computers and software for remote learning. Students have access to additional tutoring during school hours and after school. All students in the school have 1 to 1 laptop computers and access to the Internet at home. A full summer and school year after school program ("CLC" program) has been implemented for low income students.	False
Proficiency on state Science tests in ELL group in 2022-23 met or exceeded interim target - increase in performance from the previous year (46.2%)	True
18% of all K-8 students achieved proficiency on the Level Up Math Universal Screener in Spring 2024	False
Scale scores of 9-12 students on the iXL Math Diagnostic improved by an average of 0.6% from Fall to Spring in 2023-24	False
No progress tracking data were collected for science in 23-24	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
college credits. A total of 6 courses were taken with a total of 21 college credits earned.	False
All Sophomore students took the PSAT in 2023-24.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Charter/Cyber Charter School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
----------	---------------------------------

ELL English Language proficiency/progress toward proficiency was below the statewide average in 2023-24 (14% vs. 32%)	True
Percent of students with regular attendance was far below the statewide average in 2022-23 (59.9% vs. 78.1%) [attendance has a one year lag in reporting]	False
All Student Group was far below the state average proficiency in English in 2023-24 (28.6% vs 53.9%)	True
All Student Group was far below the state average proficiency in Math in 2023-24 (16.5% vs 40.2%)	True
All Student Group was far below the state average proficiency in Science in 2023-24 (37.4% vs. 59.2%)	True
0% of students earned industry-recognized credentials - far below the statewide average in 2023-24.	False
Scale scores of K-8 students on the Level Up Math Universal Screener improved by an average of only 1% from Fall to Spring in 2023-24	True
Only 4 students out of 51 Seniors earned over 1000 on the combined SAT Math and Verbal tests in 2023-24.	False
Identify professional learning needs through analysis of a variety of data	True
Implement evidence-based strategies to engage families to support learning	True
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
0% of students completed work-based learning experience - far below the statewide average in 2023-24.	False
There was not an English Language Arts (benchmark) assessment for students in grades 5-12 in the 2023-24 school year	False
Continuously monitor implementation of the school improvement plan and adjust as needed	False
Provide frequent, timely, and systematic feedback and support on instructional practices	True
Students need additional career guidance, opportunities for workplace experiences and internships and opportunities for mentorships in high school.	False
Regular classroom teachers need more training in how to effectively teach ELL students in their classrooms.	False
Scale scores of 9-12 students on the iXL Math Diagnostic improved by an average of only 0.6% from Fall to Spring in 2023-24	False
Only 1.1% of all 9-12 students achieved proficiency on the iXL Math Diagnostic in Spring 2024	False
No progress tracking data were collected for Science in 23-24	False
35% if all grade 1-4 students did not achieve grade level proficiency on the Spring DRA (benchmark) in 2024.	True
ELL students did not meet statewide PSSA Math goal / interim target (16.4%), but increased from previous year (10.7%)	True
English Language Learner growth was below the state average percentage by 17% in 2023-24.	False
Proficiency on state English Language Arts tests in ELL group in 2023-24 did not meet statewide goal / interim target (26.2% vs. 53.9%).	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

The repercussions of the Covid-19 epidemic continue to have a significant impact on our students' academic performance, in the form of missed and substantially interrupted learning that put students below their usual level of skills, much higher rates of student absenteeism across all grades, and an increased lack of engagement in academic learning. Math performances on PSSA and Keystone exams were below proficiency expectations for the whole group of students at all grade levels in 2024. English proficiency and Science proficiency scores were also lower in 2024 than pre-pandemic. The school made its PVAAS growth targets in all areas in 2023 and 2024- Math, English and Science, which was a good indicator that the teachers and students were making progress toward raising achievement. Almost all subgroups demonstrated progress, which indicated that gains were generally equitable across groups and not attributable to just one or two groups. . The school exceeded the state targets in graduation. ELA, Math, and Science proficiency rates were below the state average. The school was placed in TSI status due to its low ELL academic performance on state tests in Math and English in 2023. Raising ELL student achievement, partially through implementing a robust MTSS system, is a high priority.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
ELL English Language proficiency/progress toward proficiency was below the statewide average in 2023-24 (14% vs. 32%)	ELL students' English skills were low compared to the state average, which was a determining factor in the state designating the school as a TSI school.	True
All Student Group was far below the state average proficiency in English in 2023-24 (28.6% vs 53.9%)	Math curriculum has not traditionally been well-aligned to the standards and the PSSAs and Keystones. Continue professional development for instructional practices and math curricula purchased in 2021-22.	True
All Student Group was far below the state average proficiency in Math in 2023-24 (16.5% vs 40.2%)	Due to learning loss that occurred from instruction disruptions during the covid-19 pandemic, students' English proficiency rates were negatively impacted. English practices focused on acceleration to close the pre-covid and post-covid learning gap. Reading, writing and vocabulary should be emphasized in all subjects across the school.	True
All Student Group was far below the state average proficiency in Science in 2023-24 (37.4% vs. 59.2%)	Due to learning loss that occurred from instruction disruptions during the covid-19 pandemic, students' Science proficiency rates were negatively impacted. Science practices focused on acceleration to close the pre-covid and post-covid learning gap.	False
Scale scores of K-8 students on the Level Up Math Universal Screener improved by an average of only 1% from Fall to Spring in 2023-24	Due to learning loss that occurred from instruction disruptions during the covid-19 pandemic, students' math proficiency rates were negatively impacted. Math practices focused on acceleration to close the pre-covid and post-covid learning gap.	False
Identify professional learning needs through analysis of a variety of data	Data will need to be analyzed regularly throughout the year and feedback on student needs and progress must be tailored and timely.	False
Implement evidence-based strategies to engage families to support learning	Parents need additional education on how to support their child's learning outside of school, when they are learning online at home, and when they are in school.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	The school's partners can provide more connections to workplaces for real-world experience for the students. These can include internships, mentorships, informational panels, speakers and data on transportation related industries.	False

ELL students did not meet statewide PSSA Math goal / interim target (16.4%), but increased from previous year (10.7%)	ELL students are showing improvement and working towards meeting the statewide PSSA goal.	False
35% if all grade 1-4 students did not achieve grade level proficiency on the Spring DRA (benchmark) in 2024.	Additional support should be utilized to improve the number of students reaching grade-level proficiency on DRA.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Proficiency on state Science tests in ELL group in 2022-23 met or exceeded interim target - increase in performance from the previous year (46.2%)	The special services department has continued to work hard to close achievement gaps for ELL students. They have provided additional staff and support systems to improve academic outcomes for this student population. Improving ELL student performance in all areas will greatly benefit those students and the school as a whole (through more training of regular classroom teachers).
Gen Ed teachers are receiving professional development regarding methods for working with Special Ed teachers. Gen Ed teachers, Special Ed teachers, and parents are receiving training in how to utilize software to improve educational opportunities for Special Ed students.	A positive behavioral atmosphere and feeling of safety are essential for a well functioning and productive learning environment.
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Staff has continued to attend trainings on PBIS and continues to implement practices in the classroom.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Administrators have a high degree of communication and work collaboratively to build a vision of high quality teaching and learning throughout the school. The school needs to build on this by continuing to develop its vision through frequent, focused professional development.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	The school is collaborating well at the administrative level. This should be leveraged to improve collaboration around the curriculum among teachers (vertical and horizontal, with a focus on technology use).
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	The school has leveraged its internal talent for training very well in the past. More training is needed through PDs and mentor programs that helps staff implement new initiatives.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Maritime will provide support to improve EL students' ELA testing results and overall language proficiency.
	Maritime will utilize a variety of tools and curricula that have been proven to engage students in learning core math concepts. Maritime needs to ensure that all of its math teachers, in every grade, are highly skilled in teaching math for their assigned grade level.
	Reading and writing will be emphasized in all subjects throughout the school, with regular feedback on student writing provided by all teachers.

Goal Setting

Priority: Reading and writing will be emphasized in all subjects throughout the school, with regular feedback on student writing provided by all teachers.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
English/Language Arts PSSA test score proficiency for All students at Maritime Academy Charter will reach 50%			
Measurable Goal Nickname (35 Character Max)			
English Literature PSSA proficiency			
Target Year 1	Target Year 2	Target Year 3	
English/Language Arts PSSA test score proficiency for all students at MACS will reach 30%	English/Language Arts PSSA test score proficiency for all students at MACS will reach 38%	English/Language Arts PSSA test score proficiency for All students at Maritime Academy Charter will reach 50%	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English/Language Arts PSSA test score proficiency for all students at MACS will reach 32%	English/Language Arts PSSA test score proficiency for all students at MACS will reach 34%	English/Language Arts PSSA test score proficiency for all students at MACS will reach 36%	English/Language Arts PSSA test score proficiency for all students at MACS will reach 38%

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Keystone English Literature proficiency will reach 50%			
Measurable Goal Nickname (35 Character Max)			
Keystone English Literature proficiency			
Target Year 1	Target Year 2	Target Year 3	
Keystone English proficiency will reach 30%	Keystone English proficiency will reach 35%	Keystone English Literature proficiency will reach 50%	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Keystone English proficiency will reach 28%	Keystone English proficiency will reach 30%	Keystone English proficiency will reach 33%	Keystone English proficiency will reach 35%

Priority: Maritime will utilize a variety of tools and curricula that have been proven to engage students in learning core math concepts. Maritime needs to ensure that all of its math teachers, in every grade, are highly skilled in teaching math for their assigned grade level.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
100% of Math teachers will include math formative and summative results in their unit and lesson plans, including differentiation for key subgroups (ELL, IEP, race, Economic level).			
Measurable Goal Nickname (35 Character Max)			
Performance-tailored Math instruction			
Target Year 1	Target Year 2	Target Year 3	
90% of math teachers will include formative and summative math results in their unit and lesson plans, including differentiation for key subgroups (ELL, IEP, race, economic level).	95% of math teachers will include formative and summative math results in their unit and lesson plans, including differentiation for key subgroups (ELL, IEP, race, economic level).	100% of Math teachers will include math formative and summative results in their unit and lesson plans, including differentiation for key subgroups (ELL, IEP, race, Economic level).	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
90% of math teachers will include formative and summative math results in their unit and lesson plans, including differentiation for key subgroups (ELL, IEP, race, economic level).	92% of math teachers will include formative and summative math results in their unit and lesson plans, including differentiation for key subgroups (ELL, IEP, race, economic level).	93% of math teachers will include formative and summative math results in their unit and lesson plans, including differentiation for key subgroups (ELL, IEP, race, economic level).	95% of math teachers will include formative and summative math results in their unit and lesson plans, including differentiation for key subgroups (ELL, IEP, race, economic level).

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Math PSSA test score proficiency for All students at Maritime Academy Charter will reach 25% by the end of 2026.			
Measurable Goal Nickname (35 Character Max)			
Math PSSA test score proficiency			
Target Year 1	Target Year 2	Target Year 3	

Math PSSA proficiency for all students at MACS will reach 10%	Math PSSA proficiency for all students at MACS will reach 20%	Math PSSA test score proficiency for All students at Maritime Academy Charter will reach 25% by the end of 2026.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Math PSSA proficiency for all students at MACS will reach 14%	Math PSSA proficiency for all students at MACS will reach 16%	Math PSSA proficiency for all students at MACS will reach 18%	Math PSSA proficiency for all students at MACS will reach 20%

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Keystone Algebra proficiency will reach 50% by the end of 2026.			
Measurable Goal Nickname (35 Character Max)			
Keystone Algebra proficiency			
Target Year 1	Target Year 2	Target Year 3	
Keystone Algebra proficiency will reach 25%	Keystone Algebra proficiency will reach 30%	Keystone Algebra proficiency will reach 50% by the end of 2026.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Keystone Algebra proficiency will reach 20%	Keystone Algebra proficiency will reach 24%	Keystone Algebra proficiency will reach 27%	Keystone Algebra proficiency will reach 30%

Priority: Maritime will provide support to improve EL students' ELA testing results and overall language proficiency.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
English/Language Arts PSSA test score proficiency for ELL students at Maritime Academy Charter will reach 50%			
Measurable Goal Nickname (35 Character Max)			
ELA PSSA Proficiency			
Target Year 1	Target Year 2	Target Year 3	
English/Language Arts PSSA test score proficiency for ELL students at Maritime Academy Charter will reach 35%	English/Language Arts PSSA test score proficiency for ELL students at Maritime Academy Charter will reach 42%	English/Language Arts PSSA test score proficiency for ELL students at Maritime Academy Charter will reach 50%	

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English/Language Arts PSSA test score proficiency for ELL students at MACS will reach 30%	English/Language Arts PSSA test score proficiency for ELL students at MACS will reach 35%	English/Language Arts PSSA test score proficiency for ELL students at MACS will reach 38%	English/Language Arts PSSA test score proficiency for ELL students at MACS will reach 42%

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Measurable Goal Nickname (35 Character Max)			
Target Year 1	Target Year 2	Target Year 3	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Action Plan

Measurable Goals

Performance-tailored Math instruction	Math PSSA test score proficiency
English Literature PSSA proficiency	Keystone English Literature proficiency
Keystone Algebra proficiency	ELA PSSA Proficiency

Action Plan For: Math PD

Measurable Goals:
100% of Math teachers will include math formative and summative results in their unit and lesson plans, including differentiation for key subgroups (ELL, IEP, race, Economic level). - Math PSSA test score proficiency for All students at Maritime Academy Charter will reach 25% by the end of 2026. - Keystone Algebra proficiency will reach 50% by the end of 2026.

Action Step		Anticipated Start/Completion Date	
Teachers include more assessment results in lesson plans, and lessons are observed tailoring to student needs. MTSS coaches meet with all math teachers at least once per month		2025-08-26	2026-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building principals	Math coaches--Federal Title II funds Title II funds	Yes	No

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

Action Plan For: ELA PD

Measurable Goals:

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

Action Step		Anticipated Start/Completion Date	
MTSS teacher coaches to work with English teachers.		2025-08-26	2026-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building principals	English teacher coaches, Math Coaches, Title II funds	Yes	No

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

Action Plan For: Assessment PD and Monitoring

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

Action Step		Anticipated Start/Completion Date	
Teachers include more assessment results in lesson plans and are observed tailoring lessons to student needs. Coaches meet with all math teachers at least once per month.		2025-08-26	2026-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building principals	Assessment expert contractor and training materials from assessment companies; Math teachers salary and benefits- to supplement regular program -Title I funds (\$266,580.25)+teacher benefits (\$55,545.22)	Yes	Yes

Action Step		Anticipated Start/Completion Date	
Conduct full review of formative and summative assessment results each quarter (by 2 weeks following end of the quarter and present results to teachers.		2026-01-13	2026-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building principals	IXL Results	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers state increased knowledge of and comfort with using assessment results to tailor their instruction and monitor progress.	Annual survey of teachers regarding their use of assessments to tailor instruction and monitor progress.

Action Plan For: Implementation of Writing Across the Curriculum

Measurable Goals:
- English/Language Arts PSSA test score proficiency for ELL students at Maritime Academy Charter will reach 50% - English/Language Arts PSSA test score proficiency for All students at Maritime Academy Charter will reach 50% - Keystone English Literature proficiency will reach 50%

Action Step		Anticipated Start/Completion Date	
Every student in grades 9-12 will have a writing portfolio. Administration will monitor portfolios. Teachers will receive training on giving feedback on portfolio development.		2025-08-26	2026-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dept. Chairs and Principal Matt Wilson	Continued use of writing portfolio management system	Yes	No
Action Step		Anticipated Start/Completion Date	
Hire reading and writing teachers		2025-08-26	2026-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Peter Saunders/Principal	HR for hiring new teachers	No	No

Action Step		Anticipated Start/Completion Date	
Guidance Counselor support for student writing across the curriculum		2025-08-26	2026-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Matt Wilson, HS Principal	HR for hiring supplementary guidance counselors	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
High school students will create a curated writing portfolio. All seniors will complete a senior research project with a writing component and develop a career and college portfolio with writing samples. Guidance Counselors will work with students on developing their writing and literacy.	High school administrators will oversee teacher and Department Head reviews of writing portfolios. Administration will monitor the use of writing portfolio rubrics to provide feedback to students on improving their writing. Guidance counselors will assess literacy skills using writing rubrics, working directly with English coaches and English teachers.

Action Plan For: ELL Focused PD

Measurable Goals:
- English/Language Arts PSSA test score proficiency for ELL students at Maritime Academy Charter will reach 50% - English/Language Arts PSSA test score proficiency for All students at Maritime Academy Charter will reach 50% - Keystone English Literature proficiency will reach 50% 100% of Math teachers will include math formative and summative results in their unit and lesson plans, including differentiation for key subgroups (ELL, IEP, race, Economic level). - Keystone Algebra proficiency will reach 50% by the end of 2026.

Action Step		Anticipated Start/Completion Date	
MACS will use contracted services to teach regular classroom teachers how to effectively serve ELL students (e.g., in Math, English, Science, Social Studies).		2025-09-16	2026-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Director of Special Services	Title III \$4,218.00 ESL-focused professional development for all k-12 general education teachers aimed at ESL responsive instruction; \$5,200.00 stipends for ESL teachers facilitating ESL and SPED parent training \$200.00 per session for 8 session and three teachers per session (math, reading, and transition) for a total of \$7,000.00; \$2,719.00 Selection of multi-language books in all reading levels for students and families to improve literacy and family engagement; \$1,000.00 Supplies and materials for monthly ESL parent training	Yes	No
Action Step		Anticipated Start/Completion Date	
ESL teachers will spend one month providing push in supports to general education teachers.		2025-09-16	2025-11-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Special Services	Title III \$4,218.00 ESL-focused professional development for all k-12 general education teachers aimed at ESL responsive instruction	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased number of ELL students reaching English proficiency and improving Math and ELA PSSA.	Teachers are observed tailoring lessons to student needs. Director of Specialized services will review ELL data quarterly.

Action Plan For: Supplementary Math teachers

Measurable Goals:
Math PSSA test score proficiency for All students at Maritime Academy Charter will reach 25% by the end of 2026.

Action Step		Anticipated Start/Completion Date	
Hire supplementary math teachers to teach core math skills across grades		2025-08-26	2026-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal Saunders	HR support to hire new math teachers	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
---------------------------	--

Math PSSA and Keystone scores will increase by 5 to 10% in 2026	Principals will evaluate the impact by examining ixl scores of students working with these supplementary math scores to gauge impact at least 3 times per year. PSSA Math and Keystone Algebra scores will be analyzed once per year (in July).
---	---

Action Plan For: Supplementary Math teachers

Measurable Goals:
Math PSSA test score proficiency for All students at Maritime Academy Charter will reach 25% by the end of 2026.

Action Step		Anticipated Start/Completion Date	
Hire supplementary math teachers to teach core math skills across grades		2025-08-26	2026-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal Saunders	HR support to hire new math teachers	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Math PSSA and Keystone scores will increase by 5 to 10% in 2026	Principals will evaluate the impact by examining ixl scores of students working with these supplementary math scores to gauge impact at least 3 times per year. PSSA Math and Keystone Algebra scores will be analyzed once per year (in July).

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	• ELA PD • Implementation of Writing Across the Curriculum	Reading teachers-supplemental full time	250655.50
Instruction	• ELA PD • Implementation of Writing Across the Curriculum	Reading Teachers Grades 1 to 12 Benefits	63394.50
Instruction	• Math PD • Supplementary Math teachers • Supplementary Math teachers	Math Teachers Grades 1 to 12 Salaries	251555.50
Instruction	• Math PD • Supplementary Math teachers • Supplementary Math teachers	Math Teachers Grades 1 to 12 benefits	63498.50
Other Expenditures	• Math PD • ELA PD • Assessment PD and Monitoring	Guidance Support for all students- SEL materials and training.	185775.00

	• Implementation of Writing Across the Curriculum • ELL Focused PD • Supplementary Math teachers • Supplementary Math teachers		
Other Expenditures	• ELA PD • Assessment PD and Monitoring • Implementation of Writing Across the Curriculum	Instructional Materials for reading skills improvement	10000.00
Other Expenditures	• ELA PD	Taxes and retirement for guidance counselor salaries	20225.00
Other Expenditures	• ELA PD • Implementation of Writing Across the Curriculum	Materials & supplies for Parent Meetings & Development.	1335.00
Total Expenditures			846439

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Math PD	Teachers include more assessment results in lesson plans, and lessons are observed tailoring to student needs. MTSS coaches meet with all math teachers at least once per month
ELA PD	MTSS teacher coaches to work with English teachers.
Assessment PD and Monitoring	Teachers include more assessment results in lesson plans and are observed tailoring lessons to student needs. Coaches meet with all math teachers at least once per month.
Implementation of Writing Across the Curriculum	Every student in grades 9-12 will have a writing portfolio. Administration will monitor portfolios. Teachers will receive training on giving feedback on portfolio development.
ELL Focused PD	MACS will use contracted services to teach regular classroom teachers how to effectively serve ELL students (e.g., in Math, English, Science, Social Studies).

Math Strategies and Supplementary Resources

Action Step		
- Teachers include more assessment results in lesson plans, and lessons are observed tailoring to student needs. MTSS coaches meet with all math teachers at least once per month - MACS will use contracted services to teach regular classroom teachers how to effectively serve ELL students (e.g., in Math, English, Science, Social Studies).		
Audience		
All Math teachers in grades K to 12		
Topics to be Included		
Math questioning techniques, using digital resources to teach math, incorporating reading and science standards in math instruction, using standards and standards-linked assessments to tailor instruction and lesson planning.		
Evidence of Learning		
Majority of teachers participating in coaching (at least 4 sessions) indicate on annual surveys a deeper understanding of techniques for teaching Math to a diverse group of students.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principals	2025-08-26	2028-06-06

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	9 times per year for a total of 9 to 18 hours

Observation and Practice Framework Met in this Plan
1a: Demonstrating Knowledge of Content and Pedagogy
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Coach English teachers in literacy teaching techniques

Action Step		
- MTSS teacher coaches to work with English teachers. - Teachers include more assessment results in lesson plans and are observed tailoring lessons to student needs. Coaches meet with all math teachers at least once per month. - Every student in grades 9-12 will have a writing portfolio. Administration will monitor portfolios. Teachers will receive training on giving feedback on portfolio development.		
Audience		
All English teachers in grades k to 12		
Topics to be Included		
English literacy instructional techniques (decoding, phonics, use of authentic reading materials, etc.), using digital resources to teach English, incorporating math and science standards in English instruction, and using standards-linked assessments to tailor instruction and lesson planning.		
Evidence of Learning		
The majority of teachers participating in coaching (at least 6 sessions) indicate on annual surveys a deeper understanding of techniques for teaching English to a diverse group of students.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building principals	2025-08-26	2028-06-06

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	8 times per year or more
Observation and Practice Framework Met in this Plan	
1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Use of Data to Inform Practice

Action Step

- Teachers include more assessment results in lesson plans, and lessons are observed tailoring to student needs. MTSS coaches meet with all math teachers at least once per month - MTSS teacher coaches to work with English teachers. - MACS will use contracted services to teach regular classroom teachers how to effectively serve ELL students (e.g., in Math, English, Science, Social Studies).		
Audience		
All classroom teachers		
Topics to be Included		
Use of Data to Inform Practice including IXL, PSSAs, Keystones, Study Island, DRAs Cadet and Staff Handbook, School Opening Procedures, Comprehension Student Review Process, and Data Analysis Formal Observation Process: Observation Guidelines and Tool Responsive and Restorative Practices Maritime Studies/Vocabulary		
Evidence of Learning		
Participants will be able to monitor student achievement data, interventions, and progress		
Lead Person/Position	Anticipated Start	Anticipated Completion
Matt Wilson- Principal; Peter Saunders- Principal; Alex Schuh- Federal Programs	2025-08-26	2028-01-06

Learning Format

Type of Activities	Frequency
Inservice day	3 time per year for a total of 8 hours
Observation and Practice Framework Met in this Plan	
1d: Demonstrating Knowledge of Resources 4f: Showing Professionalism 2b: Establishing a Culture for Learning 4e: Growing and Developing Professionally 4b: Maintaining Accurate Records	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Improving EL learning in General Education

Action Step
MACS will use contracted services to teach regular classroom teachers how to effectively serve ELL students (e.g., in Math, English, Science, Social Studies).
Audience

All classroom teachers		
Topics to be Included		
Structuring lessons for ELs at various levels in English development. English instructional techniques (decoding, phonics, use of authentic reading materials, etc.), using digital resources to teach English, incorporating math and science standards in English instruction, using standards and standards-linked assessments to tailor instruction and lesson planning.		
Evidence of Learning		
Monitor student achievement data, interventions, and progress.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Specialized Services	2025-08-26	2028-06-06

Learning Format

Type of Activities	Frequency
Inservice day	4 time per year for a total of 12 hours
Observation and Practice Framework Met in this Plan	
• 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 3e: Demonstrating Flexibility and Responsiveness • 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Communicate assessment results to core academic teachers					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Teachers include more assessment results in lesson plans and are observed tailoring lessons to student needs. Coaches meet with all math teachers at least once per month.	All administrators and core academic teachers	Using assessments to tailor instruction and track progress (e.g., Study Island, IXL). Improving student academic proficiency.	Building principals	08/26/2025	06/06/2026
Communications					
Type of Communication			Frequency		
Presentation			quarterly		
Brief			quarterly		

Approvals & Signatures

Uploaded Files
affirmation_statement_maritime acad TItle I Plan aug 2024.docx

Chief School Administrator	Date
Matthew Wilson	2025-11-25
Building Principal Signature	Date
Peter Saunders	2025-11-25
School Improvement Facilitator Signature	Date