Maritime Academy Charter School
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Equity Plan
2026-2027

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1. School Equity Worksheet: Use the following descriptions to analyze 25-26 school year data relating to the way it assigns teachers to educate its minority and poverty students:
   a. School Name – Maritime Academy Charter School
   b. School Improvement Status – Targeted Support and Improvement School
   c. School poverty percentage – 87.9%
   d. School minority percentage – 68.9%
   e. Number and percentage of appropriately certified teachers – 57, 92%
   f. Number and percentage of out-of-field teachers – 5, 8%
   g. Number and percentage of teachers, who are "not new" to the profession – 50, 81%
   h. Number and percentage of ineffective classroom teachers – 0, 0%

List of Schools	School Improv Status	% of Poverty Children taught by out-of-field	% of Minority Children taught by out-of-field	% of Poverty Children taught by Inexperienced Teachers	% of Minority Children taught by Inexperienced Teachers
Maritime Academy Charter School	TSI	7%	6%	0%	0%

2. Do differences exist between schools with higher numbers of minority and poverty students when compared to schools with lower numbers of minority and poverty schools?

   This is not applicable as Maritime Academy Charter School is an LEA and a school, so there are no buildings for comparison purposes.

3. Briefly describe strategies the School is implementing or will be implementing to ensure low-income and minority children enrolled in Title I schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

In order to ensure that MACS students are not being taught at disproportionate rates by ineffective, out of field or inexperienced teachers, MACS has been hiring certified teachers across the board over the past few years, despite only having a 75% certified position requirement as a charter school. This has resulted in 92% of teachers being certified.

Efforts are underway to fill all teaching positions with certified, experienced teachers. Our federal program grants and our 21st CLC program grant are providing the school with ample funding for a well-staffed after school and summer program that can serve students who need additional assistance. We will target any students needing additional assistance for participation in the program and contact their parents to recruit those students to participate.

4. How will the School determine whether or not the strategies are effective in addressing disparities in the way teachers are assigned?

   We will know our strategies for ensuring equity along the lines of race/ethnicity and income status are effective when we examine our academic test scores from 2025-2026. The results show that there were no large gaps between our economically disadvantaged students' state performance and our overall student performance in Math, English, or Science. Our strategy for this year will include ensuring that our students are not disproportionately assigned to a less qualified teacher based on race/ethnicity or income level. We will also monitor students' progress closely throughout the year with our assessment program that includes a number of data drivers, including the Firefly benchmark assessment and IXL.