
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Charter Annual Report
Monday, September 24, 2012
(Last Accepted: Monday, September 24, 2012)

Entity: Maritime Academy Charter School
Address: 2275 Bridge St
Philadelphia, PA 19137

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2010 - 2011

Name of School: Maritime Academy Charter School

Date of Local Chartering School Board/PDE Approval: 2003

Length of Charter: 5 years **Opening Date:** September 2003

Grade Level: 4-12 **Hours of Operation:** 8:45 a.m.-3:45 p.m.

Percentage of Certified Staff: 100% **Total Instructional Staff:** 44

Student/Teacher Ratio: 15:1 **Student Waiting List:** 200

Attendance Rate/Percentage: 98%

Summary Data Part II

Enrollment: 767 Per Pupil Subsidy: Regular \$8184 Special Education \$17,789

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	13
Black (Non-Hispanic):	331
Hispanic:	142
White (Non-Hispanic):	246
Multicultural:	35

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 90%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 71

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	175	175	175	175
Instructional Hours	0	0	0	1137.5	1137.5	1137.5	1137.5

SECTION I. EXECUTIVE SUMMARY

Educational Community

Maritime Academy Charter School (MACHS) is an innovative educational program designed to provide an free, public school of choice for a predominately urban, minority student body. The program is designed to accelerate students' academic growth, engage their interests, and expand their career opportunities by incorporating a central theme of maritime studies. Through a unique alliance with a number of local and national maritime and transportation organizations, MACHS students now learn from a multitude of on-site — and on the water — field experiences, interdisciplinary classroom lessons, and computer-supported curriculum. The ultimate vision of the school is to help all of our students to accomplish the following:

- achieve to high academic standards,
- develop leadership skills through experiential learning,
- develop a deep understanding of and respect for our waterways and the environment at large, and
- develop a plan for success beyond MACHS, whether in a leadership position in the nation's maritime industry or in the university classroom.

During the 2010-11 school year, our school dramatically expanded our educational offerings to the community with the development of a new 21st Century Community Learning Center and the start of our brand new 4th grade elementary program. With our new CLC grant from the U.S. Department of Education and the Pennsylvania Department of Education, we have begun to offer a six week summer program and a year round before and after school program to elementary, middle and high school aged students from our school and from the surrounding community, and to their parents. The program began in the spring of 2010 and is currently funded by a three-year grant. In addition, our students' proficiency levels in Math and Reading on the PSSA tests have consistently improved over time, and this year saw impressive gains over last year. We also continued to implement and expand our maritime studies program, connecting our students at all levels with maritime and transportation related organizations throughout the Delaware valley, and developing a vocational maritime studies model for our students who are interested in following a more vocational route.

The school opened a brand new Maritime Technology Center in the spring of 2011 that is a great benefit to our students and community. Teachers, students and other stakeholders use this new Center to develop their understanding of maritime technologies, to conduct research, and to develop their skills in maritime related trades.

Mission

The mission of Maritime Academy Charter High School:

The Maritime Academy Charter High School (MACHS) provides students in grades 4 through 12 a rigorous academic program with a central theme of maritime studies. MACHS' students participate actively in hands-on learning experiences that involve them directly in maritime activities and strengthen their preparation for college and careers, including those associated with the nation's intermodal transportation system. MACHS works to prepare students for leadership roles in the nation's commercial transportation systems. Students work with the latest technology to learn maritime content such as nautical science and maritime business, while achieving to high standards in English, Mathematics, Science, Social Studies and the Arts.

Vision

The program of studies begins at the elementary school level, providing a powerful opportunity to engage students in maritime and ecological themes, and to excite them about meaningful careers that are open to them. Students continue into middle school, where they learn about maritime, ecological, and local history themes in depth, and then continue to high school, where they are required to complete a series of academic courses and maritime-themed courses to earn the high school diploma. The school's curriculum is designed to assist all of our students with achieving the Pennsylvania Academic Standards in all areas, and to enable our students to develop in-depth knowledge and skills in the areas of maritime studies and intermodal transportation. MACHS follows a standard academic year calendar, beginning in September and ending in mid-June, but also provides a smaller summer program through our new 21st Century Community Learning Center (CLC).

The schedule gives students the time they need to meet the academic standards required by the School District of Philadelphia and the State and allows time for inclusion of specialized courses and learning experiences around the maritime theme. The new CLC not only provides unique learning opportunities in the summer, it also provides additional academic assistance and extra-curricular activities in the hours before and after school, with tutoring and workshop sessions taught by certified teachers.

Shared Values

The mission of the Maritime Academy Charter High School is guided by the following principles:

- Shared responsibility and accountability;
- Leadership and character development;
- Encouragement and accommodation of diversity; and
- Integrated learning opportunities for students.

The Maritime Academy Charter High School offers a student-centered, constructivist form of education. Our students are provided with the tools, both physical and mental, to search, research, and acquire all types of information in and out of the classroom. With a project-based, action research paradigm, attention is given to acquisition of information and its application through the

development of higher-order thinking skills and structured, real-life experiences. Students become active participants in the creation of knowledge and its use flowing from the maritime themes of the school.

As a maritime nation, the United States has the Atlantic Ocean on the east coast, the Pacific on the west, the Gulf of Mexico to its south, and the Great Lakes to the north. The country is also blessed with great rivers including the Delaware that offer a plethora of opportunities for study, pleasure and employment. The program of studies designed for the Maritime Academy Charter High School helps broaden horizons for Philadelphia students across a wide spectrum of abilities, interests and exceptionalities. The Academy gives students opportunities to learn and grow in areas of maritime study and secure jobs that have been typically unfamiliar to them.

Academic Standards

MACHS uses the Pennsylvania Standards as the basis and guideline for curriculum development, and most of the materials used in the core academic program were chosen specifically because they have been aligned to the PA standards. To ensure that these standards are utilized in daily classroom instruction, each teacher receives curriculum guidelines for each content area. The guidelines are reviewed at the beginning of each year and teachers meet weekly in grade groups to review and pace the curriculum. Teachers are also required to reference the standards being addressed in each lesson plan. These written plans are reviewed weekly by the Director of Curriculum to ensure accountability.

Our primary academic goal is that all students of MACHS master the academic skills to a degree commensurate with or greater than their age/grade appropriate level and meet Pennsylvania and School District of Philadelphia education standards prior to graduation, described as:

Communication skills including reading, writing, speaking, and listening (including technical, business, and report reading and writing) at a level that supports successful careers and university level study

Mathematics concepts and use of a variety of increasingly sophisticated mathematical techniques at a level that supports successful careers and university level studies

Concepts of the physical sciences, life sciences, scientific tools and technologies and the scientific method for problem solving at a level that supports successful career and university level study

Scientific concepts in nautical science, environmental science, astronomy, and meteorology, leading to an understanding of scientific tools, technologies, methodologies, and their application to the field of maritime transportation studies

Appreciation of historical events and geographical regions, including acquisition of map and globe skills, reading of maritime charts, and understanding of different cultures and political systems including an in-depth understanding of the role maritime activities played in each

Computer systems and other forms of technology to communicate, solve problems, exercise creativity, and meet varying industry standardized test requirements at a level that supports successful career and university level study mastering the use of maritime-specific technologies for navigation;

Appreciation of creative, performing, and applied arts, understanding that music, fine arts, graphic arts, drama, and photography are integral to human heritage and creative processes

The ability to speak, read, write, in a language other than their primary language to a level that provides a working facility, including technical and commercial terms, and the relationship between language and culture

In 2010-11 MACHS began to adjust our K-12 curriculum to prepare for the new Keystone Exams that become part of official Pennsylvania graduation requirements beginning with the Class of 2015 (next year's Freshmen). We have begun to align our English, Math, Science and Social Studies scope and sequence in middle school and high school to meet the curriculum guides and modules of each of the new Keystone exams. We will spend much of the 2011-12 school year in curriculum development groups adjusting the scope and sequence, developing lesson plans, and implementing new assessment tools and guidelines to meet the format and content of the keystones. By 2012-13, our high school curriculum will be fully in line and taught in connection with the keystones in all areas.

Strengths and Challenges

Strengths

Maritime Charter's eighth year was an exciting year, filled with many noteworthy accomplishments and changes. We are very proud of the work our students and staff put into making this MACHS' strongest year ever. Major accomplishments for this year include:

Expanded Summer, Afterschool, Before school, and Saturday Programs:

Our staff developed and implemented the first full year of our year-round federal grant-supported 21st Century Community Learning Center, which created new learning and recreational opportunities for our students and parents in the summer, after school, before school and on Saturdays. The program will be funded in full for 2 additional years. The summer program provided academic teaching and tutoring, followed by recreational activities such as dance, golf, swimming and rowing to 80 students in grades 4 to 12. During the school year, the before school, afterschool and Saturday program provided 480 students a wide range of academic and recreational activities, including individual tutoring and hands-on learning projects, fishing, rowing, dance, band, graphic arts, chorus, SAT preparation, Robotics, golf, tennis, and many more. The students and parents were highly enthusiastic about the program, and this summer (2011), the 21st Century summer program's full enrollment filled almost immediately.

High Academic Achievement: This year, the school achieved its highest ever overall scores on the PSSA tests in Math, Reading, and Science. Just under two-thirds of the students were Proficient in Math, 5% above last year's scores, and 1% below the new State target of 67%. Just over two-thirds of the students were Proficient in Reading, 5% above last year's scores, and 3.7% below the new State target of 72%. Every subgroup of students performed at their best levels ever on the PSSAs in Math and Reading, with the exception of special education students in Math, whose test scores fell by 1%. Every students at MACHS who was eligible to take the PSSA test in Math and Reading took the test this year. Much of our improvements in test scores can be attributed to our new student assessment and feedback system (4Sights and Study Island) and our new tutoring and academic assistance opportunities provide by the 21st Century Community Learning Center.

New Maritime Technology Center, and Expanded Maritime Offerings: In the spring of 2011, MACHS opened a new maritime career and technical center in its own building on campus. The Center is being outfitted to provide state of the art technical education and educational simulation activities that will greatly enhance our students' ability to study maritime engineering, navigation, environmental issues, and a many more topics central to their understanding of what it means to have a career in the inter-modal transportation fields. In conjunction with our new

Center, we also expanded our maritime curriculum offerings, planning new courses for 9th and 10th grade in maritime studies and engineering that will be taught by current ship captains and a retiring Coast Guard Chief. In the coming year, our high school students will take these required courses. We will also be restructuring our high school and upper middle school programs to add more specific maritime study opportunities in the form of coursework that students can take and more certificates that they can earn. Harold Robinson, Rear Commodore of Coast Guard Auxiliary, led a 15-hour certificate course in boating safety and seamanship for all nine sections of our 5th & 6th grade classes for the second year in a row. Students also learned the basics of navigation in the program.

National Sea Perch Finalists: MACHS' robotics team placed in the top 10 nationally among teams competing in the Office of Naval Research's Sea Perch challenge, include finishing in the top ten in a "Cap the well" activity which challenged students to try to cap an underwater well similar to the problem that engineers needed to tackle in last year's real Deepwater Horizons oil spill disaster in the Gulf of Mexico.

Student Leadership: Three of our high school students applied to and attended the highly selective, weeklong Summer Leadership Forum program at the National Institute for Leadership and Ethics at SUNY Maritime College. Another of our students was accepted to and attended the prestigious Future Latino Leaders Law Camp

Sponsored by the Hispanic National Bar Foundation.

College Preparation: MACHS has established a full college and career planning program for our students. This year, we provided a college guidance counselor for all of our students, took our Senior class to visit several local college campuses, provided college financing and planning workshops for our parents, provided free SAT preparation classes for our seniors through our 21st Century Center, and found career workshops and internships for our Seniors. As a result, our Seniors earned an unprecedented number of college acceptances this year. Among the colleges our graduates were accepted to and will be attending are: Penn State, Temple University, Widener University, Philadelphia University, Holy Family University, West Virginia University, Virginia Union University, Bloomsburg University, Chestnut Hill College, Community College of Philadelphia, Ursinus College, Ediboro University and Harcum College.

School Spirit: Spirit Week, held for the fifth time this May, has become a signature event for MACHS. Throughout the week students competed in contests and activities centered on a theme, such as twin day, decade day, or color day. On Festival Day, a morning program allowed students to display their maritime-related projects for visiting parents, guests, and board members. In the afternoon, students and their guests participated in carnival games, including an obstacle course, mechanical bull, gladiator joust, dunk tank, and moonbounce. The day ends with a series of basketball tournaments and a pinnacle event, the Student/Faculty Basketball Game.

Community Partnerships: During 2010-11, we continued working with many of our established partners, and added some new partners as well:

- Independence Seaport Museum- Partnership allowed MACHS students to learn about the history of seafaring and shipbuilding and the role the city of Philadelphia plays in the essential industry. Grades five through eight visited the museum regularly for workshops with museum educators and to complete independent projects with different themes related to our seaports. Some special education students interned at ISM to study boat building for 20 hours this year.
- Earth Force- a nonprofit organization dedicated to engaging young people as active citizens who improve the environment and their communities now and in the future, has partnered with MACHS to offer workshops and assist our ninth grade students in creating projects related to environmental learning. They also encourage active student participation outside of school, through recycling drives and clean-up days.
- Moorestown Community Center- middle school students were offered swimming lessons and activities, as well as swimming tests that were needed to certify students to take part in sailing.
- The U.S. Coast Guard- sponsors the MACHS Sea Scouts program, a nautical organization affiliated with the Boy Scouts of America. Sea Scouts, open to all MACHS students, provides a place where students can learn the traditions of the sea, and experience everything from tying knots to cruising in a vessel. This program also offers our students the chance to become certified in SCUBA, boating safety, CPR, and other valuable skills. In addition to the traditional Scouting disciplines, we also utilize the classroom-based Learning for Life program to encourage

positive behavior, assist in building self-esteem and reward positive work ethics.

- Adventure SCUBA- located in Conshohocken, PA, has created an entry-level course in basic SCUBA for MACHS students. The course covers topics ranging from equipment, environment, physics, physiology and emergencies, as well as the skills and techniques required for students to dive safely. Students use the pool at St. Joseph's University to learn and practice. In addition to learning SCUBA for fun, certification can also lead to a variety of careers. Students who take this course become NAUI certified.
- Ports of Philadelphia- partnership helps keep the school aware of the latest developments in the world of intermodal transportation. The Ports provides course materials and speakers for classrooms as well as faculty professional development.
- Teach for America- Teach for America places outstanding college graduates in low-income community schools with the intent to eradicate inequality of education. We have had several Teach for America teachers at the school over the past few years, including in 2010-11.
- Talent Development of Johns Hopkins University- MACHS has been named a member in the National Network of Partnership Schools with Johns Hopkins University. This recognizes and supports our school's commitment to developing a comprehensive program of school, family, and community partnerships for student success.
- K-SEA Transportation- provides internship opportunities for Seniors (must be 18 years old).
- DASH- Destined to Achieve Successful Heights- A non-profit music education group runs activities for Maritime students that immerse them in projects with professionals in the music-making industry.
- Girls Achieve- Eleanor Jean Hendley, an Emmy Award-winning former network affiliate television news journalist, public school teacher, and youth advocate, created Girls Achieve for adolescent girls. MACHS students participated in a series of life skills workshops for presented weekly throughout the school year.
- World Trade Association- WTA is a network of dozens of companies involved in international trade who are involved in promoting international trade. WTA provides speakers who come to MACHS and describe the types of work that their companies do, and what types of training people need to work in their organizations.

Expanded Web Presence: MACHS has provided a website with parental access to student information for several years. This year, we made major improvements to the quality of information available to our parents through the Powerschool portal on our website, and through frequent updates and new forms posted on the school's Site. Our updates and the quality of information provided on the Website have been welcomed by our parents, who used the Site more this year than any other year in the past.

Challenges

School Expansion: We began serving our first class of 4th grade students this year, which was great success. We are working with the School District to obtain approval to expand to serve students in grades K to 3 as well, so that we can be a full K to 12 school. We are asking for approval to add one grade per year over the next four years. Our expansion will require a new building, which will be used by the high school, with the elementary school taking over the current high school building.

Our new Maritime Technology and Careers Center: The new Center presents lots of new opportunities for our teachers and students to learn about the fundamentals of mechanics and maritime careers. In order to make full use of it, we will need to provide professional development for our teachers and administrators, planning time for them to incorporate the new facilities into their activities, and time for them to bring students there and create new learning opportunities for them. The Center will be integral to our new Vocational program which will be starting in 2011-12.

Special Education: Our special education program has improved greatly over the past 2 years, with many students exiting the program and entering regular student status this year. However, we still have a way to go in making our program work for all students, as evidenced by the students with IEPs being the only group that didn't make their AYP targets this year (in Math, though they did make the Reading target). Next year, we will be moving to a full inclusion model, with co-teaching between teachers and special education teachers in accordance with each student's particular IEP. We believe that this model provides the best

opportunity for our special needs students to learn the full complement of the Pennsylvania Academic Standards.

Create a New Keystone-oriented Curriculum for English, Math, Science, Social Studies: Our high school curriculum has been a work in progress for several years, with teachers working in their Departments to create PA Standards-based units and lesson plans, in conjunction with the Curriculum Director. In the spring of this year (2011), the school began the process of revising the curriculum in English, Math, Science and Social Studies in the high school grades to ensure that all of our students can meet the new PA graduation requirements that the students must pass particular content-based exams in order to graduate. Our work, begun with curriculum consultants from FRONTIER 21 Education Solutions, will continue through this coming academic year and summer, so that the new curriculum will be ready for implementation in the fall of 2012.

Preparing for Charter Renewal: We are entering our 9th year of operation in 2011-12, which is the year we will prepare for the submission of our renewal application to the School District of Philadelphia. Because we will be requesting expansion of our school to serve more students in additional grades (K to 3), and adding an additional building to our campus, we will need to ensure that we have addressed all of the goals that we set out to accomplish in our last renewal application.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Strategic Planning Process

MACHS has an on-going strategic planning process and planning committee that keeps the school focused on furthering our mission and creating a challenging and rewarding educational environment for all of our students. The planning committee comes together each year in the early summer to set goals for the year and to review data and progress from the previous year. Members of the School Leadership Team provide the core membership of the Strategic Planning Team. The planning team is comprised of administrators, grade leaders, and representation from the information technology department and the parent advisory committee. Throughout 2010-11, the Strategic Planning Team met on a biweekly basis to review data, plan, monitor, and evaluate progress in all area

related to the academic progress of the school. The starting point for the process began with the current goals of the school, which grew out of our mission and vision for a high quality, vocational and college preparatory school.

The Planning Team began the year with an all staff retreat prior to the start of the school year. During that series of meetings, we set goals and made plans for the year, discussed ways to improve our student achievement over the coming year, and worked across departments and across grades to coordinate our curriculum to meet the Pennsylvania Academic Standards. The team held an additional retreat to examine issues and coordinate educational plans and programs in the summer of 2011.

To resolve our limited school hours and days situation, particularly the well-known learning loss in the summer, we have applied for and received a competitive 21st Century CLC grant, which allowed us to expand our school hours to 7 am to 6 pm, and allowed us to provide a 6 week summer program to several hundred students. This year's total numbers of instructional hours and days were greater than any previous year's. The 21st Century Center has added a new dimension to our school, which has required additional planning sessions and administrative coordination. The Center is running smoothly, and has been very successful in attracting students and parents to academic programs as well as arts and music shows created by the staff and students.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Alex Schuh	FRONTIER 21 Education Solutions	Business Representative	CEO
Ann G. Waiters	CEO, MACHS	Administrator	Ann G. Waiters
Bob Sion	Administrator	Administrator	Ann G. Waiters
Brenda Robinson	MACHS Home and School Association	Parent	CEO
Brian Lytz	MACHS	Administrator	Ann G. Waiters
Denise McDevitt	Maritime Academy Charter High School	Special Education Representative	CEO
Ed Poznek	COO, MACHS	Administrator	Ann G. Waiters
Ferguson, Joy	MACHS Parent Association	Parent	CEO
Frank DiLeo	Maritime Academy Charter High School	Middle School Teacher	CEO
Gullifer, William	MACHS Student Council	Other	CEO
Ithier, Jermaine	MACHS	Ed Specialist - Instructional Technology	CEO
Jeffrey Seagrest	6th Grade Leader, MACHS	Middle School Teacher	Ann G. Waiters
Leah Perry	MACHS Student	Other	CEO

Lisa Foster	Maritime Academy Charter High School	Secondary School Teacher	CEO
Lisa Young	MACHS Home and School Association	Parent	CEO
McCray, Monique	MACHS	Administrator	Richard Chapman, CEO
Rambo, Justine	MACHS	Secondary School Teacher	CEO
Ruth Gooden	Parent Representative	Parent	Ann G. Waiters
Shaw, Nicole	MACHS Parent Association	Parent	CEO
Stephanie Johnson	IT, MACHS	Ed Specialist - Instructional Technology	Ann G. Waiters
Ward, Joanne	MACHS	Ed Specialist - School Nurse	CEO
Zhanna Vaisberg	High School, MACHS	Special Education Teacher	Ann G. Waiters
Zobel, Bonnie	MACHS	Secondary School Teacher	CEO

Goals, Strategies and Activities

Goal: FOSTER USE OF NEW TECHNOLOGIES TO CREATE INNOVATIVE AND STIMULATING LEARNING ENVIRONMENTS

Description: To foster new technologies for innovative and stimulating learning environments by infusing emerging technologies into classroom areas in order to insure the needs of each child are met to become proficient or advanced in the academic standards in support of student learning and educational goals

Strategy: Expand the use of specialized learning solutions for students to orchestrate a greater capacity to infuse core content area and computer related skills and advocate the use of “greener” technologies

Description: Ensure the required computing devices have access to core computing applications in order to foster and build the utility of technology into everyday learning and that specialized solutions maximize the unique requirements of applicable students

Activity: Research the use of leading-edge technologies such as Apple iPads, digital message boards, Nintendo Wii and other innovative devices to help determine which can benefit students and staff best

Description:

- 1st Quarter 2011 — Draft a needs assessment and begin research processes and draft alignment within curriculum
- 2nd Quarter 2011 — Start to acquire necessary components, provide professional development to staff and ensure solutions meet stakeholder needs

- 3rd Quarter 2011 — Continue implementation schedule planned and deploy in classrooms and/or common educational areas

Person Responsible Timeline for Implementation Resources

Stephanie Johnson	Start: 3/1/2011	\$7,485.00
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Improve Proficiency in Professional Teaching Standards

Description: Administrators and teachers will use the Educator Effectiveness Inventory and Charlotte Danielson's framework for effective teaching to evaluate their work, and set targets for professional improvement

Strategy: Professional Development in Educator Effectiveness Inventory instruments

Description: Train all teachers and administrators in the Educator Effectiveness Inventory, and the professional teaching standards framework developed by Charlotte Danielson on which the Inventory is based.

Activity: Workshops on Educator Effectiveness Inventory

Description: Hold a series of workshops on the Educator Effectiveness Inventory and Charlotte Danielson's Professional Teaching Standards.

Person Responsible	Timeline for Implementation	Resources
Brian Lytz	Start: 8/20/2012 Finish: 8/28/2017	\$4,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	2	34
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

MACHS

- School Entity

Approved

Knowledge and Skills

Research and Best Practices

Designed to Accomplish

Elements of the Educator Effectiveness Inventory
Instructional design Classroom climate control
Using Data to inform instruction

Content is based on research and best practices of recognized expert Charlotte Danielson,

For classroom teachers, school counselors and education specialists:

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

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Journaling and reflecting 	<ul style="list-style-type: none"> • Participant survey

Status: Not Started — Overdue

Strategy: Professional Development workshops in instructional design and assessment

Description: Professional development workshops for teachers

Activity: Professional Development workshops and online modules on the Educator Effectiveness Inventory

Description: Attend PDE workshops, webinars and online training modules on the Educator Effectiveness Inventory.

Person Responsible	Timeline for Implementation	Resources
Brian Lytz	Start: 9/18/2012 Finish: 9/18/2014	\$3,000.00

Professional Development Activity Information

Number of Hours Per	Total Number of Sessions	Estimated Number of
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Session	Per School Year	Participants Per Year
2.00	3	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
PDE and IU	<ul style="list-style-type: none"> Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Knowledge of Charlotte Danielson's Professional Teaching Skills framework Knowledge of the EEI teacher and principal evaluation instrument	The content is based on respected researcher Charlotte Danielson's professional teaching standards, and the work of the National Board of Professional Teaching Standards	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>.
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For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's

- academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Mathematics • History • Career Education and Work • Economics • Family and Consumer Sciences • Geography

Follow-up Activities

Evaluation Methods

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting | <ul style="list-style-type: none"> • Standardized student assessment data other than the PSSA • Review of participant lesson plans |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|

Status: Not Started — Overdue

Goal: Keystone Curriculum and Core Content Standards Implementation

Description: The curriculum content based on the Keystone exams and the Core Curriculum Standards in Math, English, Science and Social Studies will be fully implemented into all classrooms.

Strategy: Professional Development for High School in the Keystones

Description: Train all teachers in the content of the Keystone Exams related to their particular subject areas.

Activity: Professional Development on Keystone Exam content

Description: Workshops will be provided for teachers on the general structure of the new Keystone exams, the related curricular resources, and specific schedule of the exams. Workshops will be conducted with small groups of teachers working by area to discuss and plan curricula for their courses that incorporates eligible content oriented toward mastering the Keystone modules.

Person Responsible	Timeline for Implementation	Resources
Brian Lytz	Start: 8/24/2012 Finish: 8/19/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	16
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Maritime Academy CHS	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Understanding structure of the Keystone Exams. Understanding schedule of Keystone implementation Understanding how Keystone eligible content is organized Identifying resources that assist with planning for incorporating	The Keystone exams are a major improvement over the PSSAs, in that they allow assessment of PA standards at the time that they have been taught and most recently learned. Assessing something just after it has	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or

Keystone content into courses and the curriculum

been taught is an example of a best practice, because it reinforces the learning that has just happened.

assignment.

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational 	<ul style="list-style-type: none"> • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Civics and Government • Environment and Ecology

specialists

- Mathematics
- History
- Economics

Follow-up Activities

Evaluation Methods

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
 - Creating lessons to meet varied student learning styles
- Standardized student assessment data other than the PSSA
 - Participant survey
 - Review of participant lesson plans

Status: Not Started — Overdue

***Strategy:* Professional Development in Common Core Standards**

Description: Train all teachers in their areas of the common core standards, and how they correspond to the PA Academic Standards

***Activity:* Professional Development on Common Core Content Standards**

Description: Workshops on Common Core Standards will be conducted for all teachers in the school, with introductions to the relationship between CCCS, the PA Standards, and the PSSAs and Keystone exams. Teachers will work in groups by subject area to plan their curricular content to incorporate Pennsylvania's adopted Common Core Content Standards.

Person Responsible	Timeline for Implementation	Resources
Ann G. Waiters	Start: 8/29/2012 Finish: 8/29/2012	-
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	3	36
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
MACHS	<ul style="list-style-type: none">• School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish

Teachers learn the Common Core Standards Teachers work in subject area groups to develop Common Core Content Standards-based lessons.

The content is based on research or best practices because the Common Core Content Standards were developed by subject-matter and educational experts with national reputations for excellence.

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • Other educational 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and

specialists

- Physical Education
- World Languages
- Mathematics
- History
- Career Education and Work
- Economics
- Family and Consumer Sciences
- Geography

Follow-up Activities**Evaluation Methods**

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers• Peer-to-peer lesson discussions | <ul style="list-style-type: none">• Student PSSA data• Standardized student assessment data other than the PSSA• Review of participant lesson plans |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Status: Not Started — Overdue

***Goal:* MATHEMATICS**

Description: At least 67% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

***Strategy:* Communication**

Description:

***Activity:* Grade Meetings**

Description: Hold weekly grade level meetings and weekly full-staff meeting for discussion of student achievement data, curriculum planning, and on-going professional development.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Leadership Team

Description: Expand MACHS Leadership Team to include a teacher per grade level to allow for discussion of student achievement data and integrated curriculum planning.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Parent Conferences

Description: Change structure of parent-teacher conferences, so conferences are held midway through each trimester to alert parents to possible problems in time for them to be remedied.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Curriculum

Description:

Activity: Materials

Description: Purchase new procedural fluency mathematics texts to go with Math In Context curriculum.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Math Across the Curriculum

Description: Integrate mathematics across the curriculum through interdisciplinary projects.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Talent Development Curriculum

Description: Continue to implement evidenced-based Talent Development Middle Grades (TDMG) and Talent Development High Schools (TDHS) Math programs, which emphasize closing performance gaps. Add use of Study Island to provide students who perform below proficiency on Math PSSA with at least one semester of a double-dose of math instruction.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Incentives

Description:

Activity: Student and Teacher Incentives

Description: Provide incentives to teachers and students for improvement in student achievement on Math PSSA (e.g. performance based pay for teachers, 76ers game for students, academic athlete letterman sweaters, etc.)

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Professional Development workshops in instructional design and assessment

Description: Professional development workshops for teachers

Activity: Math Curriculum

Description: Launch year-long professional development series on TDMG/TDHS mathematics curriculum, developing background knowledge, and creating authentic learning experiences for students.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Support Mechanisms

Description:

Activity: Afterschool Programs

Description: Expand after-school program from informal homework help to a formal program targeted to those students performing below proficiency in mathematics. Use both computerized instruction and trained tutors (e.g. university students, retired teachers, MACHS teachers, etc.). Also provide program on Saturdays.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Reduce Barriers to Achievement

Description: Reduce barriers to academic achievement by offering family therapy through Drexel University Family Therapy.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters Start: 1/1/2008 -
Finish: Ongoing

Status: Not Started — Overdue

***Activity:* Reduced Class Size**

Description: Hire and train 5 Assistant Teachers for middle grades classrooms to allow for increased small-group mathematics instruction.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters Start: 1/1/2008 -
Finish: Ongoing

Status: Not Started — Overdue

***Goal:* READING**

Description: At least 72% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

***Strategy:* Communication**

Description:

***Activity:* Grade Meetings**

Description: Hold weekly grade level meetings and weekly full-staff meetings for discussion of student achievement data, curriculum planning, and on-going professional development.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters Start: 1/1/2008 -
Finish: Ongoing

Status: Not Started — Overdue

***Activity:* Hold Parent Conferences**

Description: Change structure of parent-teacher conferences, so conferences are held midway through each trimester to alert parents to possible problems in time for them to be remedied.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

***Activity:* Leadership Team**

Description: Expand MACHS Leadership Team to include a teacher per grade level to allow for discussion of student achievement data and integrated curriculum planning.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

***Strategy:* Curriculum**

Description:

***Activity:* Talent Development Reading Program**

Description: Continue to implement evidenced-based Talent Development Middle Grades (TDMG) and Talent Development High Schools (TDHS) Reading program, which emphasize closing performance gaps using shared reading techniques and differentiated instruction. Students who perform below proficiency on Reading PSSA receive at least one semester of a double-dose of reading using Study Island.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

***Activity:* Talent Development Writing Curriculum**

Description: Continue to use TDMG/TDHS writing curriculum.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Incentives

Description:

Activity: Provide Teacher and Student Incentives

Description: Provide incentives to teachers and students for improvement in student achievement on Reading PSSA (e.g. performance based pay for teachers, 76rs game for students, academic athlete letterman sweaters, etc.)

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Literacy Rich Environments

Description:

Activity: Expand Classroom Libraries

Description: To create a literacy rich environment and promote reading for pleasure, amount of materials in classroom libraries in all RELA classes will be doubled. Continue to add classroom libraries in all non-RELA classrooms (i.e. math, science, social studies).

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Promote Reading at Home

Description: To promote reading at home, hold Book Fair for students and families.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Professional Development in Coop learning and Classroom management

Description: Professional Development in Cooperative learning techniques and classroom management

Activity: Reading Across the Curriculum

Description: Launch professional development series on TDMG/TDHS reading curriculum and reading across the curriculum.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Support Mechanisms

Description:

Activity: Afterschool Programs

Description: Expand after-school program from informal homework help to a formal program targeted to those students performing below proficiency in reading. Use both computerized instruction and trained tutors (e.g. university students, retired teachers, MACHS teachers, etc.). Also provide program on Saturdays.

Person Responsible Timeline for Implementation Resources

Charter Annual Report Admin	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Reduce Barriers to Achievement

Description: Reduce barriers to academic achievement by offering family therapy through Drexel University Family Therapy.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Reduce Class Size

Description:

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Response to Intervention for all Special Education Students

Description: All Special Education students will be reviewed and provided mainstreamed and targeted services through a comprehensive Response to Intervention program throughout the school (RTI).

Strategy: Professional Development workshop on RTI

Description: Train Special Education teachers and regular classroom teachers on the three tiered approach to RTI at the school.

Activity: Professional Development workshops in Response to Intervention

Description: Workshops for teachers and administrators at the school will be provided where: Teachers will learn about Response to Intervention and how it will be used at Maritime Charter Teachers will be able to use the school's assessment and special education team to identify student needs Teachers will be able to use tiered intervention approaches to provide appropriate amounts of academic support for students so that they can master the Pennsylvania Standards at their level Administrators will be able to assign students to appropriate tiers of intervention, monitor student progress individually and in groups, and tailor interventions to accelerate student mastery of core academic content.

Person Responsible	Timeline for Implementation	Resources
Zhanna Vaisberg	Start: 8/25/2012 Finish: 2/16/2014	\$2,400.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	2	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
MACHS	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Understand how RTI can be used to support student mastery of core academic content Understand how assessment can be used to track student progress Understand how to implement tiers of intervention, and adjust interventions based on improvements or reductions in student academic performance Work with the broad range of students with IEPs to ensure that they are receiving appropriate academic support.	RTI is a well-established procedure that has been proven to help students who are performing below their grade level to raise their achievement. It is a best practice for improving academic performance particularly of those students with special education needs.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to

think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Mathematics

Follow-up Activities

Evaluation Methods

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Status: Not Started — Overdue

Goal: Science

Description: Students will meet or exceed the state average proficiency levels on the Science PSSA and the Science Keystone Exams (Biology, Chemistry, Physics, etc.).

Strategy: Incorporate Science, Technology and Engineering into all subjects

Description: MACHS will incorporate more STEM content and activities into all subjects, including arts, music, reading, writing, math, social studies, physical education and maritime studies.

Activity: Professional Development on adding Science Engineering and Technology content and activities into all subjects

Description: Workshops will be provided on how to bring STEM topics, content and activities into the study of all subjects at MACHS. Outside consultants and science and math experts in MACHS will provide reading materials, and help teachers familiarize themselves with high quality resources that will help them to bring more STEM topics into their classrooms. STEM integration will be specifically tailored for each subjects, such as the latest in STEAM- integration of STEM topics with teaching and learning of the Arts.

Person Responsible	Timeline for Implementation	Resources
Brian Lytz	Start: 8/22/2012 Finish: 2/13/2014	\$4,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	2	26
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
MACHS	<ul style="list-style-type: none"> School Entity Company 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Familiarity with PA Science, Technology, and Environmental Studies Standards for teachers of all subjects Familiarity with the National Educational Technology Standards Familiarity with the Keystone exams and curricula in science (Biology, Chemistry, Physics)	Integration of STEM into the teaching of all subjects in a school is a best practice, as it helps students to see and make connections across the curriculum. Research shows that students who create and direct projects as a way to solve problems and focus on Big	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or

Knowledge of websites and other resources that can assist with integrating STEM lessons into other subject areas (such as Social Studies, English, etc.) Skill with creating and conducting lessons that integrate STEM core content and ideas with teaching of other subjects.

Ideas (e.g., the research of Grant Wiggins) retain more knowledge and develop more skill in higher order thinking to diverse situations. This type of work has also been demonstrated to promote more creativity, which is a national priority according to the US Department of Education.

- assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Mathematics • History • Career Education and Work • Economics

- Family and Consumer Sciences
- Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans

Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

What curriculum does your charter school utilize?

Our curriculum has been constructed to provide a balance of educational experiences, including teacher-directed lessons, student directed activities and projects, and group seminars and hands-on learning projects. Our curriculum emphasizes the use of project-based and hands-on, experiential learning and use of standard curriculum materials and textbooks that are based on and oriented toward mastery of the Pennsylvania Academic Standards in all areas. The Director of Curriculum and Instruction oversees the selection and approval of our core curriculum materials, and works with and ensures training of teacher to help them to construct lesson plans that bridge the gap between where there students skills are at the time to where they need to be in order to achieve mastery of the Pennsylvania Academic Standards.

MACHS is dedicated to helping all students achieve to high academic standards, develop leadership skills through experiential learning, develop a deep understanding of and respect for our waterways and the environment at large, and develop a plan for success beyond MACHS, whether in a leadership position in the nation's maritime industry or in the university classroom.

Three main nautical themes constitute the framework for our curriculum design and instructional programming: aquatics (including swimming and SCUBA), boating, and marine sciences. Assistance integrating maritime activities throughout the curriculum has been provided by The Independence Seaport Museum and Earthforce. Students also explore and experience maritime careers through their experiences inside and outside the classroom. Our distinctive partnerships afford us many opportunities to engage students in these experiences. We are especially grateful for our partnership with the U.S. Merchant Marine Academy (USMMA). USMMA prepares young men and women to become shipboard officers in the maritime transportation industry, essential to our nation's economy and security. This summer (2011), three students were accepted to and attended a program where they visited the USMMA and learned about its history, the type of education it provides, and the types of careers that its graduates have entered after graduating.

MACHS students pursue rigorous academic study, while engaging in challenging, hands-on learning activities related to the transportation industries and organizations. Building on the accelerating Mathematics and English programs of Talent Development, coursework is interdisciplinary, with classroom and individual learning focusing on understanding the world through the lens of maritime studies. Traditional topics of Mathematics, the Sciences, the Arts, Social Studies, and Languages serve as the core of student learning, with additional classes provided in maritime areas, including Transportation, Nautical Science, Maritime Business, Ecology, Astronomy and Meteorology. Math and reading are integrated across the curriculum, and cumulative, multidisciplinary projects allow students to integrate and apply what they have learned in all of these areas.

Do you have documentation that shows that your curriculum meets the Chapter 4 content standards and all requirements?

MACHS' curriculum meets the Chapter 4 content standards and requirements. Our school uses the Pennsylvania Academic Standards as the basis and guideline for curriculum development, and many of the materials used in the core academic program were chosen specifically because they have been aligned to the PA standards. Our curriculum planning documents all relate the units and lessons being taught at the school to the particular PA Academic Standards that those units and lessons are designed to teach.

The Director of Curriculum provides teachers guidelines for each content area. The guidelines are reviewed at the beginning of each year and teachers meet weekly in grade groups to review and pace the curriculum. Teachers are also required to reference the standards being addressed in each lesson plan. Teacher lesson plans are reviewed by the Director of Curriculum and Instruction on a weekly basis to ensure that they are aligned with particular standards and anchors in the PA Academic Standards manuals.

The Board of MACHS has established rigorous graduation requirements that meet the mission of the school while also meeting the Pennsylvania regulations for high school graduation (Chapter 4 under Section 4.24 of 22 Pa. Code).

- The completion of 34 credits of coursework (see below)

- The completion of a culminating Senior Project (worth 0.5 credits of the 34 credits required for graduation)

- Demonstration of proficiency in reading, writing, and mathematics on state or local assessments

The 34 credits include:

- Mathematics 4.5 credits

- English 4.5 credits

- Science 4.0 credits

- Social Studies 3.5 credits

- Maritime courses 3.0 credits

- Modern Language 1.0 credit

- Humanities 1.0 credit

- Tutorial 4.0 credits

- Senior Project 0.5 credit

- Health & Physical Education 2.0 credits

These credits exceed the previous Chapter 4 regulations for high school graduation, and provide the basis for meeting the new graduation requirements. The teachers and administrators of MACHS have begun this year (2011-12) to revise the curriculum and graduation requirements at the school to meet the new Pennsylvania regulations that require mastery of the Keystone Exams (proficiency or better) in the core subject areas beginning in 2015. We will be working this year with our curriculum consultants FRONTIER 21 Education Solutions to ensure that our upper middle school and high school curricula in Math, English, Science and Social Studies are completely aligned with the Keystone Exams, and that our teachers are fully prepared to implement a Keystone-intensive curriculum by the fall of 2012 (14 months from now). We are likely to maintain a set of credit requirements in order to ensure that our students participate in a well-rounded academic program, but our emphases will shift to mastering particular subject matter prior to graduation. The total number of credits will likely decrease, as no set number of credits will now be required for graduation in Pennsylvania.

Consistent with the PA Academic Standards, all students at MACHS are required to master the following required subject skills:

- Effective communication skills in reading, writing, speaking, and listening (including technical, business, and report reading and writing;
- Mathematical concepts with the ability to demonstrate the use of a variety of increasingly sophisticated mathematical techniques;
- Scientific concepts in nautical science, environmental science, astronomy, and meteorology, leading to an understanding of scientific tools, technologies, methodologies, and their application to the field of maritime transportation studies;
- Historical and social science disciplines, including an in-depth understanding of the role maritime activities played in each;
- Computer systems, including the use of computers for learning and research, for communicating, developing and marketing their ideas and mastering the use of maritime-specific technologies for navigation;
- Creative, performing, and applied arts — understanding that music, fine arts, and graphic arts are an integral part of the human heritage and changing creative processes;
- The ability to speak, read, and write in a foreign language at a level of comprehension that provides a working facility, including technical and commercial terms, and the relationship between language and culture.

These goals are further defined in our application to state that MACHS students will:

- Read proficiently, with the ability to continually acquire information necessary for employment or post high school education.
- Speak and write with the ability to communicate fluently and accurately with others.
- Analyze all types of information and use that information in order to reach sound and responsible decisions.
- Apply mathematical skills to personal finance and use mathematical skills in the workplace.
- Use technology to access and present information, and manage current business applications.
- Apply academic learning to simulated and real world situations.

How is the curriculum organized to meet the developmental and academic needs of students?

To better illustrate how these goals are incorporated into MACHS' curriculum offerings, actual sample MACHS student schedules are provided below GRADES 5, 6, 7 and 8).

CLASS/ HOUR		GRADE 5	GRADE 6	GRADE 7	GRADE 8
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9:00 9:30	1	RELA 5A	MUSIC 6A	SCIENCE 7 B	SCIENCE 8A
9:30 10:00	2				
10:00 10:30	3		MATH A 6	MATH B 7	RELA B 8
10:30 11:00	4	SCIENCE 5 A			
11:00 11:30	5				
11:30 12:00	6	LUNCH	LUNCH	MARITIME STUDIES 7B	MARINE SCIENCE 8B
12:00 12:30	7	MATH 5A	SOCIAL STUDIES 6B		
12:30 1:00	8			LUNCH	MATH 8B
1:00 1:30	9		RELA A 6	SOCIAL STUDIES 7B	LUNCH
1:30 2:00	10	Maritime Studies A 5			MATH 8B
2:00 2:30	11			RELA B 7	
2:30 3:00	12	SOCIAL STUDIES 5A	SCIENCE 6B		SOCIAL STUDIES 8 A
3:00 3:30	13				
3:30		DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL

9A1	10A	11A
MTH 102.1	WL 102.2	CIVICS
MAC 103.3	SCI 902.1	CHEM
ENG 101.3	SOC 101.2	M.B
lunch.4	MTH 223.1	HEALTH/ENTREP

SOC 101.3	LUNCH.5	LUNCH.5
WL 101.3	ENG 112.1	GEO
SCI 101.4	MAC 106.2	ENG III

To help meet the developmental and academic needs of MACHS students, teachers meet weekly to pace curriculum and ensure the presentation of consistent skills and concepts in Reading and English Language Arts, Mathematics, Social Studies, and Science. Additionally, teachers pace the assessment schedule to ensure consistent monitoring of student performance using a variety of tools, including projects and presentations. These regular meetings assist in maintaining a common timeline for all classes in a particular grade. 4Sight assessments that predict PSSA scores are used with the students three times each year to provide teachers and administrators with important information for helping each student move toward the goal of Academic Proficiency.

Another strategy we use at MACHS to meet students' varied needs is to keep classes and school size small, so that attention may be focused on the goals of each individual student. MACHS is divided into two smaller administrative units- a middle school of grades 5-8 (soon to be a lower school of grades 4 to 8 and then ultimately K to 8), and a high school of grades 9-12. Each small learning community works with a nationally recognized (Obey-Porter School Reform Demonstration) program developed by Johns Hopkins University: Talent Development. This program prepares urban youth for accelerated Mathematics and English coursework in the upper grades. Students' goals and progress are organized, documented, and assessed using individual learning plans, developed jointly with parents and teachers. The learning plan begins with a baseline assessment at the student's entry to the school, and then focuses on achieving the school's standards.

Core subject teachers collaborate with art, music, computer, and environmental specialist teachers to develop specialized, developmentally appropriate, interdisciplinary lessons, research reports, projects and field trips. Students participate in inquiry based field trips throughout the year, where they engage in hands-on learning and make connections between what they have learned in the classroom and the real world. For example, the Spanish II classes visited Tierra Columbiana, a Spanish restaurant in Philadelphia, where they could practice their foreign language abilities in an authentic environment. In addition, each grade visited the Independence Seaport Museum at least two times this year to participate in unique data-gathering and learning experiences tied to class research projects. Other interactive, educational experiences were to be had this year at the Academy of Natural Sciences, the Franklin Institute, the African

American Museum, Bartram's Garden, the Camden Aquarium, and the Philadelphia Shipyards.

How does the charter school promote in-depth and inquiry-based teaching and learning?

MACHS students participate actively in their education, particularly in the area of science. Our school has adopted the FOSS (Full Option Science System) program as a core component of our hands-on science teaching and learning. With funding from the National Science Foundation, FOSS was developed by the Lawrence Hall of Science at the University of California-Berkeley; the system teaches specific topics in life, physical, and earth and space science, includes daily lessons and equipment, and lasts from 6 weeks to a full semester. The modules focus on depth of understanding of a topic rather than breadth over multiple topics. Lessons are built around hands-on investigations carried out in pairs or groups. Students spend extensive time planning the investigations, recording their results, analyzing their findings, and discussing the experiment in pairs or groups, and with the whole class. Modules end with student-directed projects that combine the science content taught as well as the students' increasing ability to form questions, design experiments, gather data, and interpret it.

Formative and summative assessments combine both hands-on and written questions. Students learn to work cooperatively to plan, implement, and analyze the results of their investigations. The hands-on components and group work are often of high interest to middle grades students and create a strong motivation to take part. Even students who are below grade level in science, reading, and/or math or who require individual accommodations can understand and contribute to the activities, thus increasing their self-confidence and motivation to learn.

Our partnerships with various organizations also provide extensive experiences in hands-on, inquiry-based teaching and learning. For example, our students spend a large amount of time working on projects and attending workshops at the Independence Seaport Museum. There, they learn maritime history, marine science, and knowledge and skills essential to success in maritime fields. Several classes this year also piloted lessons from Earthforce's Community Action and Problem Solving (CAPS) Program, a program designed to train educators in creating hands-on environmental improvement projects for their classes. Earth Force's mission is to give young people real-world opportunities to practice civic skills, acquire and understand environmental knowledge, and develop the skills and motivation to become life-long leaders in addressing environmental issues.

Finally, students in 8th grade and 12th grade must complete culminating projects that integrate their knowledge and skills across disciplines. The Senior Project will take on a more in-depth approach starting in 2011-12, with each student

being paired with an advisor who has dedicated time to assist them with designing, researching, and creating their inter-disciplinary project.

What strategies does the school use to accelerate academic skill development, content knowledge and learning strategies of students performing significantly below standards in literacy and mathematics skills?

Our school requires that our students be retained in their grade if they do not:
Pass reading, mathematics, science and social studies
Successfully complete their 12th grade Senior Project or 8th grade Cumulative Project
Or, at the 12th grade, if they have not earned a total of 34 credits as described above.

If a student does not meet the above requirements, they will be required to attend an academic summer school program. Failure to attend the Summer school program results in retention in grade. The following are the retention statistics since the inception of our charter.

MACHS is committed to raising the academic achievement level of all our students, and to that end, we have implemented Talent Development in English and Mathematics throughout all grade levels. Designed by the Johns Hopkins University, this is a comprehensive reform model for urban middle and high schools, with a three-part focus on curricular and instructional innovations to prepare all students for high-level courses in math and English; parent and community involvement to encourage college awareness; and professional development to support and realize the recommended reforms. Since the adoption of this program, students have progressed rapidly and considerably.

In the middle school, the Talent Development mathematics program includes Everyday Mathematics (Wright Group, McGraw-Hill) in fifth and sixth grade, and Math in Context (Holt, Rinehart and Winston), in seventh and eighth grade. This curriculum is aligned with National Council of Teachers of Mathematics standards. The Talent Development Middle Schools Reading/English Language Arts program is centered on an innovative but thoroughly tested approach called Student Team Literature and Talent Development Writing. These programs provide teachers with the tools to teach effective reading strategies, extend reading comprehension skills, and develop fluency in reading and writing. As students read and analyze high-quality, high-interest books, they add important words to their working vocabulary, build language skills, and engage in higher-order thinking. Student Team Literature and Talent Development Writing use an integrated approach to teach language arts using Partner Discussion Guides.

Student Team Literature and Talent Development Writing are aligned with National Council of Teachers of English standards, and are recommended by the National Staff Development Council. Ninety-minute blocks for math and RELA allow students the time needed to complete thoughtfully lessons in the program.

This year, MACHS continued to explore Robert Marzano's research on the importance of students' acquiring the "academic vocabulary" to achieve success in school. Teachers have incorporated a vocabulary program across the curriculum in core subject areas.

Ninth grade students use Talent Development's Transition to Advanced Mathematics (TAM) program, intended to encourage students' conceptual understanding of key mathematics ideas that underlie high school mathematics and sharpen their overall basic mathematical skills. TAM's content is built upon three factors: analysis of existing research on best practices for teaching mathematics to poorly prepared adolescents; research from classroom teachers about skills and abilities their students lack; and examination of the skills and abilities necessary to succeed in standards. In tenth grade, students move on to the Geometry Foundations program, designed to foster students' conceptual understanding of key mathematics ideas that underlie high school geometry and reviews basic algebra skills. Eleventh grade students enter Algebra II Foundations, designed to help students build the "habits of mind" needed for success in Algebra II. The course emphasizes the connections between numeric representation, graphic representation, and algebraic notation. All math programs challenge students to think through and make sense of what they are doing, learn from one another, share and respect ideas, and to make connections between mathematics and the world.

In terms of reading and English language arts, high school classes employ Talent Development's Strategic Reading model, which aims to give students reading two or more years below grade level an opportunity to accelerate their reading in an age-appropriate, motivational, and innovative classroom. Strategic Reading uses a balanced-literacy approach where students move through four components each day: Reading Showcase, Focus Lesson, Student Team Literature, and Self-Selected Centers. These components allow students to practice a variety of skills that improve their reading: predicting, visualizing, listening to good reading, reading independently on their own levels, analyzing style as a way of conveying meaning, recognizing unidentified vocabulary through context, increasing their knowledge of frequently used words in upper-level texts, answering critical thinking questions about what they have read, and applying what they have read to other readings, knowledge, or real-world situations. These strategies help students increase both their reading comprehension and vocabulary recognition, while increasing their overall confidence about approaching new and complex texts.

Eleventh grade classes utilize Talent Development's College Prep Reading &

Writing (CPRW) course, designed for students who may have made gains in their reading ability in previous TDHS courses but are still reading at least two years below grade level or have not been exposed to the skills and strategies necessary for college. CPRW uses a balanced-literacy approach where students move through four timed components each day: Reading Colloquy, Focus Lesson, Literature Exploration, and Project-Based Applications. During these various activities students practice a variety of skills that help them to improve their reading: predicting, visualizing, listening to good reading, reading independently short higher-level selections, analyzing style as a way of conveying meaning, recognizing unidentified vocabulary through context, learning and practicing specific writing and speaking techniques and formats in literature-based or research assignments, answering critical thinking questions about what they have read by citing textual evidence, completing a common college application, and applying what they have read and done to other readings, knowledge, or real-world situations. These strategies help students improve both their reading comprehension and vocabulary recognition, improve their ability to handle upper level writing assignments, and increase their overall confidence and ability to be successful both on state-based English graduation exams and completion of college applications.

Students who have been identified as below grade level attend Study Island, a daily program for individualized intensive instruction, and receive at least one semester of double-dose math instruction. Tutoring is available before and after school as part of the new 21st Century CLC program at Maritime. A Saturday program is also available, as well as a 6 week summer program for academically struggling students.

When students are not meeting standards in their academic skill development, they are first reviewed by the Comprehensive Student Review Team, where contacts are made with parents, and short-term interventions are agreed upon to address specific needs. If the student continues to perform below standards in their academic skill development, we recommend testing by a certified school psychologist to determine if there is a learning disability. If a disability is noted, an IEP is prepared and the recommended learning prescription is followed. If a student is found not to have a learning disability, but still struggles with academic performance, tutoring and classroom support are available. MACHS has two full-time, Pennsylvania State certified Special Education teachers. MACHS follows federal regulations in determining special education placement.

What types of teaching strategies are used to actively engage students in the learning process?

MACHS teachers use a variety of techniques to bring learning to life in their classrooms. For active learning in the classroom, teachers use the Internet and computer technologies, manipulatives, science kits, and maritime materials, such as maps and gps devices. The maritime theme is incorporated into all of our

subjects at all grade levels, engaging students in a continuing conversation about the world around them and how they can contribute to it. Our maritime and transportation themes are also integrated with environmental science, further engaging students in themes of ecology and environmental restoration.

Hands-On Teaching & Learning: At MACHS every opportunity is made to provide hands-on learning opportunities for students. This is realized most significantly in our science and math classes. Examples include incorporating manipulatives into math class when introducing students to new concepts, or building scale models of a boat in science class. Based on the results of this year's professional development survey, teachers are being trained through presentations and hands-on, interactive learning to use PowerTeacher, Virtual science labs, Inspiration software, Webquests, Web 2.0 tools, Podcasts, blogs, wikis, and digital storytelling to enhance student learning. Teachers will be trained in how to teach and assess student progress toward the National Educational Technology Standards developed by ISTE.

Interdisciplinary: Students use technology in the computer lab where they actively engage in research to acquire content knowledge, use a variety of interdisciplinary software programs that enhance content area skills and concepts, and interact with technology to present and communicate information. In addition, students make connections to content knowledge in art and music classes, as well as when they are actively engaged in hands-on learning, such as learning how to sail. Math and reading instruction has also been incorporated into all subject areas across the curriculum, including the addition of an "academic vocabulary" program.

Project Based Learning: MACHS students participate in sequentially scheduled field trips throughout the school year, providing them with opportunities to perceive clearly the value of the various subjects in real-life applications. Each grade is scheduled for a series of visits to the Independence Seaport Museum where museum educators present lessons on a particular maritime theme and help students develop independent projects and presentations, to be presented at The Annual MACHS Heritage Festival. Each grade is also scheduled for a series of trips to environmental sites that they revisit at regular intervals for long-term eco-zone studies. Cumulative projects focused around a maritime issue have been incorporated into the curriculum for 8th and 12th graders, allowing students to synthesize what they have learned across the multidisciplinary curriculum into a meaningful piece of work.

Small-Group Teaching: Small-group teaching strategies are employed to encourage each student's learning. Teachers apply graduated lesson plans, with clearly defined objectives and direct instruction, for each student performance level. The small group teaching strategy permits students to achieve self-paced, clearly defined mastery levels in each respective subject. This permits students

to achieve the confidence levels needed for attaining the next level of subject mastery until all students are performing at a standard level.

Differentiated Individual Activities: After students have learned new concepts in small groups, teaching strategies are employed to encourage each student's own mastery of the material. By assigning students distinct activities on their independent and instructional levels, teachers give them the opportunity to practice without the pressure of peer competition. This permits students to achieve the confidence levels needed for attaining subject mastery. In addition, classroom assessments, combined with the use of a variety of software programs, allow us to identify the specific needs of every individual student.

Cooperative learning teams: Aside from small-group teaching, students enjoy numerous opportunities to work with their peers on level planes. This cohort model is often used at the beginning of a new unit, when students need to begin to engage prior knowledge and develop concept vocabulary. Through peer assisted starter activities, students gain the competence and confidence to begin in-depth study of new material.

Every year, our Professional Development Committee and our School Leadership Team look at our test scores and our teacher evaluation team, and identify professional development needs for our teachers and staff. We have identified some important professional development needs for our staff, including:

- Specialized training using research-based pedagogy in the content areas of RELA and mathematics
- Training with a focus on differentiated instructional strategies and classroom accommodations to comply with student IEPs
- Training in Maritime Studies
- Training in the format and requirements of the new Keystone Exams in all four academic areas

- Training to develop an early intervention process for students who are not progressing at grade level expectations

Responding to these needs, our Professional Development Committee has contracted a number of providers to present trainings to our staff. One such provider is John's Hopkins University Talent Development Middle Schools Program. This is a comprehensive reform model for urban middle and high schools, with a three-part focus on curricular and instructional innovations to prepare all students for high-level courses in math and English, parent and community involvement to encourage college awareness, and professional development to support and realize the recommended reforms.

Talent Development is a state-approved Act 48 Professional Education Provider. Talent Development Facilitators conduct monthly, full-day workshops throughout the school year which include topics such as understanding content, PSSA

rubrics, differentiation, and teaching strategies. Peopling of Philadelphia, an Act 48 professional education provider, provides our staff with trainings in urban ecology and the ecology of the Delaware Watershed, a major component of our maritime curriculum. Topics of workshops conducted by Peopling of Philadelphia include soil testing, water testing, macro-invertebrates, and the formation of the Delaware Watershed. Additionally, MACHS teachers have collaborated with educators from the Philadelphia Independence Seaport Museum to develop a sequential maritime curriculum for each grade that compliments Pennsylvania state standards. Educators from the Independence Seaport Museum have provided professional development workshops on grade specific content information, culminating school-wide activities, and various maritime projects. Many of our professional development opportunities are directly related to our mission of providing a rigorous academic program which incorporates maritime themes.

This year's professional development for our teachers will focus particularly on preparing them to teach the content and format of the new Keystone Exams. This will be a year long, curriculum development and professional development project.

Rigorous Instructional Program - Attachments

- MACHS Induction Letter
- MACHS professional education approval letter 2008-2011

English Language Learners

During the 2010-11 School Year, MACHS served 19 ELL students.

A copy of the ELL student data report is included as an attachment.

Maritime Academy Charter High School's English Language Learner Policy

MISSION: The mission of the English as a Second Language Program at Maritime Academy Charter High School is to provide support to English Language Learners (ELLs), those students whose English proficiency level precludes them from accessing, processing, and acquiring unmodified grade level content in English, which will enable them to achieve success in mainstream classrooms, the school environment, and post-secondary education.

EDUCATIONAL THEORY AND APPROACH: Students who are identified as ELLs, as per MACHS's entrance criteria below, will receive English as a Second Language (ESL) services year-round in an intensive ESL course which will fulfill students' English Language Arts requirements for graduation. Educational practices in the ESL classroom will mirror approaches used in MACHS's mainstream classrooms.

PLAN OF ACTION:

- 1) In the ESL classroom, English will be presented as the language of literacy and learning. Cognitive Academic Language Proficiency (CALP) will be the focus of instruction, based on historical and current needs of MACHS's ELL population. Basic Interpersonal Communication Skills (BICS) will receive attention on an as-needed basis.
- 2) ELLs will participate in mainstream content classes to the level of their English proficiency. Adaptations and modifications will be made by the mainstream teacher; the ESL program coordinator and teacher will serve as resources.

PROGRAM GOALS: MACHS's ESL program goals are aligned with Pennsylvania's Language Proficiency Standards for English Language Learners and TESOL's National Standards.

1. Students will use English to communicate in social settings;
2. Students will use English to achieve academically in all content areas;
3. Students will use English socially and culturally appropriate ways;
4. Students will be able to understand, process, produce, and use the technical language of the content areas in a manner comparable to English proficient peers when presented with grade level material.
5. Evidence of progress toward the program goals will be students' grades, achievement on the PSSA, ACCESS assessments, and levels on the Stanford English Language Proficiency Test.

IDENTIFICATION AND ASSESSMENT OF ELLs: As part of the enrollment procedure at MACHS, parents/guardians complete a Home Language Survey (HLS). If the HLS indicates that a student comes from an environment where a language other than English is dominant and the student does not meet academic criteria to be exempted from English language proficiency assessment (as per PDE memo, 1/12/2005), the student will be assessed using the Stanford English Language Proficiency Test by the ESL program coordinator.

According to the results of the Stanford English Language Proficiency Test, students will be identified as Entering, Beginning, Developing, Expanding, Bridging, or Reaching. Those students who are Entering and Beginning will be placed in a Basic level ESL course; those who are Developing/Expanding will be placed in an Intermediate level ESL course. Parents/guardians of students who are Bridging or Reaching will receive notification that their child was assessed and found to be ineligible for ESL. Students who are not Bridging or Reaching may be administered a language dominance survey to determine whether or not they actually speak a language other than English. If a student does not speak a language other than English, the parent/guardian will be notified that their child was assessed and found to be ineligible for ESL.

Parents/guardians will be notified of their child's assessment and placement in their preferred language and mode of correspondence.

Identification, assessment and placement of ELLs will be completed within 10 days of registration. All records of assessment and placement will be kept in students' files. Staff will be notified of students' ESL placements as they are enrolled.

INSTRUCTIONAL PROGRAM: Students will receive ESL instruction for a minimum of five 45-minute periods per week, and receive sheltering for an additional 1 ½ to 3 hours per day, depending on each student's individual roster and progress toward MACHS's graduation requirements.

For the purpose of instruction in ESL, students may be grouped by grade or proficiency level. For mainstream content courses, students may be grouped together based on ELL status for ease of modification and adaptation of material.

All ELLs at MACHS will have the opportunity to receive art, foreign languages, health and physical education, and technology courses either as a requirement or an elective with mainstream peers. They will also be assigned to mainstream content courses, with modifications and adaptations made by mainstream teachers, and support from the ESL program coordinator and teacher as needed. Additional activities such as after-school sports and clubs are available and to be made accessible to all ESL students.

STAFFING: MACHS's ESL teacher has full certification and an ESL Program Specialist certificate. Staff development for mainstream teachers and school personnel regarding ESL will be included in the next revision of MACHS's Act 48 plan.

COMMUNICATION WITH PARENTS/GUARDIANS: Written and oral communications from MACHS will be done in the parents' preferred language. Translators will be made available for all meetings at the school at the parents'/guardians' request. Mainstream teachers who need to contact the

parents/guardians of ELLs will have translation support available to them on request.

Along with their notification of their student's ESL placement, parents/guardians will receive a brochure which includes information on the school, the ESL program, and criteria for exiting ESL.

ESL PROGRAM EXIT CRITERIA: As per PDE memo, 12/26/07, the exit criteria provided below for English Language Learners (ELLs) represent valid and reliable evidence of a student's English language proficiency to exit from an English language instructional program. In order to meet the required state exit criteria for Pennsylvania's English language instructional programs for ELLs, LEAs must use **both of the required exit criteria** listed below. In addition, LEAs must ensure that students meet **one of the two additional exit criteria** provided below to exit from an English language instructional program:

Required Exit Criteria:

1. Score of BASIC on the annual Pennsylvania System of School Assessment (PSSA).

SPECIAL CIRCUMSTANCES:

- For students transferring from other states, out-of-state academic achievement assessment results may be considered when the academic proficiency level is comparable to BASIC on the PSSA.
- For students that are in a grade that is not assessed with the PSSA, LEA's must use each of the remaining criteria listed below to exit students.

2. Scores of 5.0 on a Tier C ACCESS for ELLs assessment (*see Items A and B below for cutoff score flexibility*)

A. Following the scoring criteria in the table below, the W- APT may be administered between April and June to students who scored below

the minimum cutoff for program exit on the January administration of the ACCESS in order to demonstrate sufficient progress to justify exit.

*NOTE: The W-APT may ONLY be administered to a student **once** in any school year.*

B. A score of PROFICIENT on the reading PSSA can be used along with all other required criteria outlined in this policy to justify exit for students who achieve a composite proficiency score of 4.5 to 4.9 on the January administration of the ACCESS. In this case, W-APT scores are not necessary to demonstrate progress from the time of ACCESS administration to the end of the school year.

Additional Exit Criteria:

1. Final grades of C or better in core subject areas (Mathematics, Language Arts, Science and Social Studies).
2. Scores on district-wide assessments that are comparable to the BASIC performance level on the PSSA.

MONITORING: Students exiting the ESL program will be monitored for two years. The ESL program coordinator will be responsible for monitoring exited students. Monitoring will take place at the end of each quarter and informally throughout the school year. Measures of student progress will be: grades, standardized test scores, and teacher observations. Students may reenter the ESL program if monitoring reveals continued ESL needs or a lack of academic progress.

PROGRAM EVALUATION: At the end of each school year, MACHS's ESL program will be evaluated by answering the following questions (adopted from the Office of Civil Rights' program evaluation questions):

1. Have ELLs been properly identified?
2. Have ELL's been properly assessed?
3. Are the program's exit criteria being followed appropriately?
4. Are exited students being monitored properly?
5. Is the program staffed by appropriately certified teachers?

6. Are parents/guardians properly notified regarding the ESL program and MACHS's educational program?
7. Does the ESL program have adequate facilities, instructional materials, and resources?
8. Does staff receive adequate training regarding ESL?
9. Are students found ineligible for ESL succeeding in the mainstream program?
10. What is the students' rate of progress towards full proficiency in English?
11. Are students in the ESL program keeping up with peers in the other content areas?
12. Are ESL students successfully participating in MACHS's program, as indicated by graduation rates, academic achievement, and participation in extracurricular activities?
13. How do the standardized test scores of ESL students compare to their English proficient peers?
14. Do students have access to all school programs?
15. How do retention and drop-out rates of ELLs compare to those of their English proficient peers?

Admission Process for English Language Learners

Enrollment:

- Student enrolled upon receipt of local address, proof of immunization, and all admissions paperwork

Identification:

- Administer Home Language Survey (HLS) upon enrollment
- If a language other than English is indicated for any of the HLS questions, ESL Coordinator is notified and given student's records
- Administer the W-APT within 10 days of enrollment (if necessary)
- Family is notified of student's W-APT outcomes and placement

Placement (if necessary):

- Student is placed in the appropriate English or ESL course
- Family receives ESL Family Orientation from ESL Coordinator

We commit to the following:

1. To provide English as a Second Language (ESL) courses as part of the core curriculum when our Home Language Survey and assessment procedures reveal a need;
2. To provide adequate certified staff and instructional time for our ESL program, as determined by the size and needs of our ELL population;
3. To allocate adequate resources and funds to our ESL program, on par with other core subjects;
4. To ensure that students in the ESL program are included in all school- and state-wide testing, with appropriate accommodations as defined by the Pennsylvania Department of Education;
5. To conduct an annual evaluation of the ESL program's effectiveness for the purpose of program innovation and improvement;
6. To ensure that ELLs have access to all aspects of MACHS's academic and extra-curricular life;
7. To assist ELLs' families and communities in becoming an active part of MACHS and help them support their children in MACHS's academics and extra-curricular activities.

English Language Learners - Attachments

- ELL Policy 2011
- ell report access 2011

Graduation Requirements

MACHS is dedicated to raising the achievement levels and high school graduation levels of traditionally underserved students in Philadelphia. Using Philadelphia's historic harbors and transportation systems as its backdrop and its laboratory, the school has always aimed to inspire students with the fascinating world of maritime studies, and provide them the types of leadership and critical

thinking skills that all students will need in the future. We are in accord with Governor Rendell's call for schools to help all students to be meet the Pennsylvania Academic Standard in all areas, and to have skills that translate readily to success in the workplace, by the time they graduate from high school.

Our school follows the guidelines of Pennsylvania's high school reform project-Project 720, in creating a program that fully prepares our students for education and careers after high school. These include:

- 1) Transform our high schools by making curriculum more challenging and improving the learning environment.
- 2) Help students earn college credit before graduating from high school.
- 3) Upgrade "Vo-Tech" for the 21st Century to ensure that students are held to high academic standards and receive training for high-demand occupations.
- 4) Create seamless transitions from high school to higher education by aligning PDE's secondary and higher education efforts (e.g. using 11th grade reading and math PSSA as college entrance and placement exams, creating a statewide college credit transfer policy to ease movement from 2-year to 4-year colleges).

Consistent with these goals, the Board of MACHS has established rigorous graduation requirements that meet the mission of the school while also meeting the Pennsylvania regulations for high school graduation (Chapter 4 under Section 4.24 of 22 Pa. Code).

- The completion of 34 credits of coursework.
- The completion of a culminating Senior Project (worth 0.5 credits of the 34 credits required for graduation).
- Demonstration of proficiency in reading, writing, and mathematics on state or local assessments.

The 34 credits include:

Mathematics	4.5 credits
English	4.5 credits
Science	4.0 credits
Social Studies	3.5 credits
Maritime courses	3.0 credits
Modern Language	1.0 credit

Humanities	1.0 credit
Tutorial	4.0 credits
Senior Project	0.5 credit
Health & Physical Education	2.0 credits

All students are required to complete a senior project as a requirement for graduation. As per state law, the purpose of the culminating project is to ensure that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding. All of our students will integrate their academic studies, college preparation, career exploration, and maritime work into their Senior Project.

Under the current state high school graduation requirements, all students are required to demonstrate proficiency in reading, writing and mathematics on either the State assessments administered in grade 11 or 12 or local assessments aligned with academic standards and State assessments under § 4.52 (relating to local assessment system) at the proficient level or better to graduate. At Maritime, students are required to score proficient or higher on the mathematics and reading PSSA administered in spring of the 11th grade, or, if they do not, they are required to take the PSSA retest in fall of their senior year. If a student again fails to achieve proficiency they are required to pass a local examination designed to gauge student achievement of the Pennsylvania Academic Standards developed by MACHS.

During the 2010-11 school year, our Curriculum Director began working with teachers and consultants from FRONTIER 21 Education Solutions to develop a new scope and sequence that will enable the school and its students to meet the new Keystone Exam graduation requirements. Under those requirements, students must pass a set of Math, Science, English and Social Studies exams beginning with the Class of 2015- next year's 9th grade class.

Special Education

Our Special Education program served 71 students with IEPs during 2010-11. That number represents about 9% of the total student population. This is slightly lower than the percentage of special education students served by the School District of Philadelphia (11 to 12%).

Last year, our Special Education program served over 100 students, which represented roughly 13% of the total student population. This year, the school exited many students from the Special Education program who were much better served by the regular education program. This allowed the school to provide better, more focused special education to those students who need it give all students the opportunity to thrive in an environment that suits them.

MACHS' admission policy allows for equal opportunity to a free public education for all students including those with special needs. After acceptance, students with disabilities are identified through their incoming records forwarded by previous schools, a guardian interview, Penn Data, and/or the MACHS Comprehensive Student Review process.

Students with documented special needs are provided with the supports and programming required, based on the IEP developed for each student. When a student is identified as having special needs, MACHS informs parents of their child's rights to appropriate special education and/or related services. MACHS will also arrange for an evaluation, and will meet all due process requirements under IDEA for existing and newly identified Special Education students. If needed, MACHS will provide a specialized program for autistic students and when possible will implement an inclusive program for youth in which students receive appropriate, specialized and related services within an age appropriate regular education classroom.

Our grade teachers meet weekly to discuss instructional planning and progress of students. When a student is not meeting standards in their academic skill development, teachers refer the student to the Comprehensive Student Review Team. This team contacts the students' parents and creates short-term interventions to address specific needs. If the student continues to perform below standards in their academic skill development, the Comprehensive Review Team will recommend testing by a certified school psychologist to determine if there is a learning disability. If a disability is noted, the Comprehensive Review Team prepares an IEP and the recommended learning prescription is followed. If a student is not found to have a learning disability, but still struggles with academic performance, tutoring and classroom support are available. MACHS has two full-time, Pennsylvania State certified Special Education teachers. MACHS follows federal regulations in determining special education placement.

Based upon individual needs and requirements specified in the student's IEP, including sensory and physical disabilities, all students so identified receive appropriate supportive services and/or accommodations. These students participate in all aspects of the appropriate programming, formal/standardized testing, and/or ongoing progress evaluations through objective and alternative assessment procedures. The Maritime Academy Charter High School complies with all state and federal regulations to accommodate students with special needs. A carefully designed inclusive program is individualized to meet the needs of students with disabilities. The individual needs, goals and objectives determined by IEP teams are the foundation on which the inclusive program is based and all the services needed to ensure that students progress academically, socially, and emotionally are provided. In addition, outcome-based data is analyzed to make sure that students with and without disabilities are

making consistent educational progress.

Students whose special learning needs arising from Limited English Proficiency are rostered into the regular academic program and further accommodated as required by their individual circumstances. Elective course time, along with individual tutoring and peer mentoring, will be part of the program for improving English capacity and supporting English language skill proficiency. English as a Second Language (ESL) teaching will be provided in accordance with individual needs and aptitudes.

Our teachers meet weekly with our special education teachers and Special Education Coordinator to assess student progress and to determine whether the needs of each special education student are being fulfilled in accordance with their IEP.

Please see our attached Special Education Policies and Procedures for more information about our special education program at MACHS.

Special Education - Attachment

- Special Education Policies & Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Denise McDevitt	1.0	Learning Support	Maritime Academy Charter High School	26	Program includes pullouts for an hour increment per class.
Nicholas Smith	1.0	Learning Support	Maritime Academy Charter High School	13	Program includes pullouts for an hour increment per class.
Mary Beattie	1.0	Learning Support	Maritime Academy Charter High School	11	Program includes pullouts for an hour increment per class.
Laurie McKittrick	1.0	Learning Support	Maritime Academy Charter High School	34	Program includes pullouts for an hour increment per class.
Elizabeth Weiss	1.0	Learning Support	Maritime Academy Charter High School	36	.Program includes pullouts for an hour increment per class.
Shauna Mulligan	1.0	Learning Support	Maritime Academy Charter High School	29	Program includes pullouts for an hour increment per class.

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
None	-	none	MACHS	0	N/A

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Director (Vaisberg)	MACHS	1.0
Ms. Williams	MACHS	1.0
Mr. Austin	MACHS	1.0
Mr. Bost	MACHS	1.0
Ms. Marcus	MACHS	1.0
Ms. Green	MACHS	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapy Source	Occupational Therapy	4 hrs/week
Learning Linkage Inc.	Speech Therapist	14 hrs/week
Burke Educational Testing and Consulting	School Psychologist	20 hrs/week

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	No	Yes	Yes
PASA	No	No	No	No	Yes	Yes
4Sight	No	No	No	No	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	Yes	No
PASA	Yes	Yes	Yes	No	No	Yes	No
4Sight	Yes	Yes	Yes	Yes	Yes	Yes	No

Student Assessment

MACHS is a data-supported school, with administrators and teachers continually gathering a wide array of information, analyzing those data in small groups and in school-wide staff meetings, and establishing and monitoring academic and school community goals and targets based on our assessment of what's working, what's needed, and what is no longer useful. Our close understanding of where we are compared to where we want to be enables us to make detailed plans and

to implement complex new activities relatively quickly. For example, we were provided the opportunity to apply for a 21st Century CLC grant to start an afterschool and summer program. Because we fully understood our students' needs, our staff's capabilities, and the types of programs our parents and students were interested in, we were able to put a successful application in quickly and win this coveted grant. In doing so, we brought both recognition and 1.6 million dollars into the school, and brought new resources that have greatly enriched our offerings to our students, parents and the community.

During the 2010-11 school year, we administered the PSSA tests in Reading, Writing, Math and Science, obtained feedback on student progress through the Study Island on-line PSSA preparation software, and for the second time administered the 4Sight Pennsylvania Standards-linked tests in grades 5,6,7,8 and 11. Our 5th, 6th, 7th, 8th and 11th graders took the PSSA Math and Reading tests in the spring of 2011. Our 12th graders who had not scored at the Proficient or Advanced level in the previous year took the PSSA Math and Reading re-tests in the fall of 2010. Our students in 5th, 8th, and 11th grades took the PSSA Writing tests in the winter of 2011. Finally, the PSSA Science test was administered to our 5th, 8th and 11th graders for the fourth time in the spring of 2011. The school did not use any nationally standardized tests to assess our students this year. However, we will be testing all of our students with the nationally standardized GMADE Math and GRADE Reading tests beginning in the fall of 2011.

The preliminary (unofficial) PSSA results for MACHS for the 2010-11 school year were made available in June, 2011. The school's official Annual Yearly Progress report has not been released by the time of the submission of this report. That report will be sent to the school at the beginning of August. The unofficial 2010-11 PSSA test results for all grades in Math and Reading are provided as attachments. The preliminary PSSA Writing assessment results for grades 5, 8, and 11 are attached, and the preliminary PSSA Science assessment results for grades 4, 8 and 11 are attached. The 4Sight results from 2010-11 are also attached.

a.) Using the most recent PSSA/PASA data, any locally developed tests and other data that reflects improved academic performance, describe how the evidence indicates significant improvement or continued strong student performance.

We have preliminary PSSA data and a pre-appeals statement of AYP results that have been released to the school. We have used both for the analysis below and for the attachments to this report. Although we do not have the ability to determine our AYP status at present, we do know that our students' performed very well on the PSSA tests, and we expect to make nearly all of our PSSA targets for 2010-11.

Each year, MACHS administrators and teachers review the results of the Pennsylvania State assessments (PSSAs) to gauge how well our program is helping all of our students become proficient in the skills and knowledge

represented in the Pennsylvania Academic Standards. Results of these tests show that our school has steadily raised our students' achievement of the Pennsylvania Standards over time, particularly for our low income students. Despite the many challenges our school has faced recently, with the move across the city, and on-going construction to accommodate growing numbers of students, our students have done well academically overall. This year, our students reached some of the highest levels of achievement in our school's history. The official AYP status for the years leading up to the current school year are provided in the table below. The school only missed one target this year, in the special education category.

Maritime Academy Charter High School AYP History 2006 to 2011

2011 Status	2010 Status	2009 Status	2008 Status	2007 Status	2006 Status
Warning	Made AYP	Made AYP	Warning	Made AYP	Making Progress

Understanding PSSA score results and AYP

When looking at proficiency scores and Annual Yearly Progress, it is important to understand that when a student scores "proficient," he is essentially performing at the expected level for his grade group. Expectations for the grades are stated explicitly in the Pennsylvania Academic Standards for each subject. If a student scores "advanced", he is performing at least one grade above his current grade level. If a student scores "basic," he is performing 1 to 2 levels below his grade level. If he scores "below basic," he is performing three or more levels below his grade level. The aim of the current federal No Child Left Behind legislation is that all students perform at their "grade level" by 2014. Those schools that are on target to meet the goal of 100% student proficiency are said to be making Annual Yearly Progress.

In order to meet the federal Annual Yearly Progress requirements, a given percentage of students must score at the levels of proficient or advanced on the PSSA, or the school must demonstrate a marked improvement of students moving out of the lowest two categories—basic and below basic. The AYP determination is made based on overall school performance, as well as performance of students within particular categories, such as special education students, provided those subgroups have 40 or more students. If the average of the current and past year's percentages of students scoring proficient or advanced is higher, AYP will be determined using that average score. If a school's student population has made significant improvement, but has not had enough students score Proficient or Advanced to meet the AYP threshold, the school is said to be in "safe harbor." If the scores and progress of the student population or subgroups do not meet the requirements for AYP or for safe harbor, a confidence interval is calculated and added to the scores, to account

for errors in the test and testing procedures. This confidence interval, when added to proficiency or safe harbor scores, can allow the student body or subgroup to make AYP. The state has also added a new “growth” model as an alternative method of assessing student performance that replaces the former Pennsylvania Performance Index (PPI). This method gives credit for projected changes in student performance, based on the school’s past history of improving student academic achievement.

Last year, a new, modified PSSA test for Math was introduced for special education students who needed a modified Math assessment based on their IEP. The test is made up of items that are very similar to the regular PSSA for that grade level, but with an easier format to read and fewer questions. The PSSA-M results were not provided to the school by the data of the following analysis, but an allowance is provided that up to 2% of the school’s students could take the PSSA-M and be counted as Proficient or Advanced. The rest of the students taking the PSSA-M, even if they scored in the Proficient or Advanced range on the test, will be scored as Below Basic. However, the number of students taking the PSSA-M at Maritime did not exceed the 2% maximum, so scores did not need to be adjusted.

When calculating AYP for the 2010-11 school year, the formula included Math and Reading scores from the school’s fifth, sixth, seventh, eighth, and eleventh graders. The proficiency scores for Math and Reading for the school as a whole have been growing steadily over the past four years, and were significantly higher this year compared to last year. The percentage of students scoring Proficient or Advanced in Math in 2011 was higher than the 2009 percentage (65.4% versus 60.3%). Likewise, the percentage of students scoring Proficient or Advanced in Reading in 2011 was above that of the previous year (68.3% versus 62.8%). The Math proficiency level of 65.4% is very close to this year’s State PSSA target. Similarly, the Reading proficiency level of 68.3% is very close to the state Reading target of 72%. The state Math and Reading proficiency targets were raised dramatically between 2010 and 2011, and this year’s Reading and Math proficiency rates easily surpass last year’s targets (56% for Math, 63% for Reading).

PSSA Proficiency Scores in Math and Reading in MACHS, 2004 to 2011

(School Years 2004, 2005: Grades 5 and 8 combined)

(School Year 2006: Grades 5, 6, 7, and 8 combined)

(School Years 2007 to 2011: Grades 5, 6, 7, 8, and 11 combined)*

Math							
2004	2005	2006	2007	2008	2009	2010	2011
% Prof Adv							
19.0	27.7	38.9	48.4	57.7	61.2	60.3	65.4%

*** Preliminary Math scores for 2011**

Reading							
2004	2005	2006	2007	2008	2009	2010	2011
% Prof Adv							
39.4	35.4	40.3	45.9	50.7	65.4	62.8	68.3%

*** Preliminary Reading scores for 2011**

Since we began testing all of our grades in 2007 (5, 6, 7, 8 and 11), our reading scores have improved by 22.4%, and our Math scores have improved by 17%.

The following tables provide the unofficial proficiency percentages for Math and Reading for 2011 and official results for 2010 for all qualifying groups of students (at least 40 test takers in that group). The results show that we truly are helping all of our students to learn, as our IEP students made a large amount of progress in Reading and this year, and our Economically Disadvantaged students performed even better than our overall group of students. The tables also show the difference in proficiency percentages (growth) across the two years. The tables show that, with the exception of the IEP group, over half of all students in each category and in the school overall tested on grade level or above on both the Reading and the Math PSSA assessments. The only proficiency levels that declined between 2010 and 2011 were the IEP group's Math scores, which were only slightly lower than last year's score (32.7% versus 33.9%). In both Math and Reading, only the White subgroup exceeded the state's proficiency targets, but the Black, Hispanic and Economically Disadvantaged groups also performed very well and improved significantly from last year.

The IEP students had the lowest level of performance on the PSSA tests in Reading and Math. However, that is to be expected, as students are generally receiving special education services because they are struggling academically.

They did, however, make large gains in their proficiency levels in Reading and maintained their approximate proficiency levels in Math, with at least one-third scoring on grade level or above in both subjects.

*It is important to note that the scores were originally calculated using incorrect ethnicity codes. The scores below reflect *accurate* coding, while the calculations provided in the state's preliminary analysis do not.

Math PSSA Proficiency Percentages 2009-10 to 2010-11, by Student Category

Category	2009-10	2010-11	Diff 10-11
ALL	60.3%	65.4%	+5.1%
Econ	62.2%	65.9%	+3.7%
IEP	33.9%	32.7%	-1.2%
Black	53.7%	57.8%	+4.1%
Hispanic	59.5%	64.4%	+4.9%
White	66.8%	73.4%	+6.6%

Reading PSSA Proficiency Percentages 2009-10 to 2010-11, by Student Category

Category	2009-10	2010-11	Diff 10-11
ALL	62.8%	68.3%	+5.5%
Econ	64.5%	69.3%	+4.8%
IEP	35.1%	41.8%	+6.7%
Black	57.4%	64.0%	+6.6%
Hispanic	63.5%	67.8%	+4.3%
White	69.0%	72.9%	+3.9%

The next two tables provide a breakdown of student proficiency scores for students across all grades for all of the tested subcategories in 2011 in Math and Reading. The tables show that MACHS had a large percentage of students scoring at the Advanced level (above grade level) overall in Math (32.9% scored above grade level). With the exception of the IEP students, only a small percentage scored at the Below Basic level in Math. This was a major improvement from just a few years ago, when a large percentage of our students scored at the Below Basic level in nearly every category in Math. For example, less than one third of the Hispanic students performed at the Below Basic level in Math in 2011 compared to the percentage who performed at that level in 2009.

MACHS Math PSSA Proficiency Levels by Student Category, All Grades, 2011

	ALL	Econ	IEP	Black	Hispanic	White
	%	%	%	%	%	%
Bel	13.6%	14.4%	40.0%	18.7%	8.0%	10.9%
Bas	21.0%	19.6%	27.3%	23.6%	27.6%	15.6%
Prof	32.5%	32.5%	18.2%	32.0%	34.5%	32.8%
Adv	32.9%	33.4%	14.5%	25.8%	29.9%	40.6%
Prof & Adv	65.4%	65.9%	32.7%	57.8%	64.4%	73.4%

The results of the PSSA Reading tests of MACHS students were similar to the Math test for 2011, with a somewhat smaller percentage of students scoring in the Advanced range for all categories. A smaller percentage of students in each category scored at the Below Basic level in Reading compared to last year, which is the result of our major efforts this year to bring up the performance of our lowest performing students through targeted assistance and individualizing learning in the classroom.

MACHS Reading PSSA Proficiency Levels by Student Category, All Grades, 2011

	ALL	Econ	IEP	Black	Hispanic	White
	%	%	%	%	%	%
Bel	11.3%	10.2%	29.1%	11.6%	10.3%	11.5%
Bas	20.4%	20.5%	29.1%	24.4%	21.8%	15.6%
Prof	43.2%	41.8%	29.1%	41.3%	44.8%	44.8%
Adv	25.1%	27.5%	12.7%	22.7%	23.0%	28.1%
Prof & Adv	68.3%	69.3%	41.8%	64.0%	67.8%	72.9%

Comparing the results of the Math and Reading PSSAs by grade can be instructive, in order to help understand whether certain grades have been better able to achieve their proficiency goals than others over the course of the year. The tables below provide the Math and Reading proficiency levels earned by students in each tested grade in 2011.

The tables show that the 4th graders scored higher in Math than in Reading, exceeding the 67% proficiency target in Math by 14% but missing the 72% Reading proficiency target by 5.3%.

The 5th graders also scored higher in Math than in Reading, but did not perform as well as the 4th graders. 5th grade proficiency levels in Math were lower than the state target by 5.8%, while their Reading proficiency missed the state target by 18.9%.

The 6th graders performed slightly better than the 5th graders in Reading, but also fell short of both state targets. Their Math proficiency was 5.8% below the state target, while their Reading proficiency was 14.7% below the target.

The 7th graders scores exceeded both the Math and Reading PSSA AYP targets, with 78.9% proficiency in Math and 82.8% proficiency in Reading.

The 8th graders performed very near the state PSSA proficiency target for Math (66% versus 67.0%), and exceeded the state Reading target by 5% (78% versus 72%).

The 11th graders have consistently had the lowest proficiency levels of all of the grades in both Reading and Math for several years. This is due in large part to the fact that many of our students choose to go to other high schools in the City following middle school, leaving the school with mostly lower performing students in high school, many of whom transfer in from other schools. We have been working to both recruit more students to remain in the school after 8th grade, and to improve our ability to accelerate student achievement in high school. This approach has been working, and proficiency in both Math and Reading among 11th graders has improved dramatically since last year. For example, 24.5% of 11th graders achieved proficiency in Math in 2010, but 41.3% reached proficiency this year. Likewise, only 29.5% of 11th graders were able to achieve proficiency in Reading in 2010, but 46% of this year's 11th graders achieved proficiency. Nearly one-fifth of our 11th graders scored at the Below Basic level in Math this year, which is also an improvement over last year, when over one-half of 11th graders were Below Basic in Math. These improvements are likely due in part to the academic intervention program we implemented in the high school over the past year through our 21st Century CLC program. We are confident our high school students' academic performance will continue to improve, due to our new academic program and the major curriculum revisions we are currently conducting.

PSSA Math Proficiency Levels by Grade in 2011

Grade 4	MATH
LEVEL	%
Bel	4.8%
Bas	14.3%
Prof	52.4%
Adv	28.6%
Prof & Adv	81.0%

Grade 5	MATH
LEVEL	%

Bel	6.1%
Bas	32.7%
Prof	30.6%
Adv	30.6%
Prof & Adv	61.2%

Grade 6	MATH
LEVEL	%
Bel	17.5%
Bas	21.4%
Prof	31.1%
Adv	30.1%
Prof & Adv	61.2%

Grade 7	MATH
LEVEL	%
Bel	7.8%
Bas	13.3%
Prof	32.0%
Adv	46.9%
Prof & Adv	78.9%

Grade 8	MATH
LEVEL	%
Bel	15.3%
Bas	18.7%
Prof	32.0%
Adv	34.0%
Prof & Adv	66.0%

Grade 11	MATH
LEVEL	%
Bel	23.8%
Bas	34.9%

Prof	31.7%
Adv	9.5%
Prof & Adv	41.3%

PSSA Reading Proficiency Levels by Grade in 2011

Grade 4	READING
LEVEL	%
Bel	14.3%
Bas	19.0%
Prof	38.1%
Adv	28.6%
Prof & Adv	66.7%

Grade 5	READING
LEVEL	%
Bel	28.6%
Bas	18.4%
Prof	49.0%
Adv	4.1%
Prof & Adv	53.1%

Grade 6	READING
LEVEL	%
Bel	13.6%
Bas	29.1%
Prof	41.7%
Adv	15.5%
Prof & Adv	57.3%

Grade 7	READING
LEVEL	%
Bel	3.1%
Bas	14.1%
Prof	46.1%
Adv	36.7%

Prof & Adv	82.8%
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Grade 8	READING
LEVEL	%
Bel	7.3%
Bas	14.7%
Prof	42.7%
Adv	35.3%
Prof & Adv	78.0%

Grade 11	READING
LEVEL	%
Bel	19.0%
Bas	34.9%
Prof	38.1%
Adv	7.9%
Prof & Adv	46.0%

For the second time, the subareas of PSSA tests were scored showing how well students fared on the subtopics (anchor areas) within each test. These results are provided in the tables below for Math and Reading.

The following table shows how the MACHS students performed on the five subtopic areas of the Math PSSA test in 2011—Numbers & Operations, Measurement, Geometry, Algebraic Concepts, and Data Analysis & Probability. The table shows each topic with the percentage of students answering either a “low,” “high,” or “medium” number of questions correctly. As can be seen in the table, the students performed similarly well on all subtopic areas in Math. Their best subject was Numbers and Operations, with nearly 40% answering a “high” number of items correctly. Sixty percent (60%) of test takers in 2011 answered a “medium” or “high” number of items correctly in Measurement and Geometry, while 64% answered a “medium” or “high” number correctly in Algebraic concepts and Data Analysis and probability.

Performance Level	Numbers & Operations	Measurement	Geometry	Algebraic Concepts	Data Analysis & Probability
Low	30%	40%	40%	36%	36%
Medium	30%	24%	26%	28%	29%
High	39%	36%	34%	36%	35%

The next table shows the percentage of students in all tested grades in MACHS in 2011 who answered different numbers of questions correctly on the Reading PSSA. The results in the table show that the students performed similarly well on both topics- Comprehension and Reading Skills and Interpretation & Analysis of Fiction & Non-Fiction. For the first time, the students performed slightly better in Interpretation and Analysis than in Comprehension, with 30% answering a “high” number of items correctly, versus 25%. The Comprehension results were slightly lower in 2011 than in 2010 (25% versus 27%), but the Interpretation and Analysis results were slightly higher this year than last year (30% versus 25%).

PSSA Reading Subtopic Performance for All Grades 2010-11

Performance Level	Comprehension and Reading Skills	Interpretation & Analysis of Fiction & Non-Fiction
Low	36%	27%
Medium	39%	43%
High	25%	30%

PSSA WRITING SCORES

The PSSA Writing tests were administered to 5th, 8th and 11th graders in MACHS in 2007, 2008, 2009, 2010 and again in 2011. The tests are not figured into the calculation of Annual Yearly Progress for the school, but the school stresses the importance of writing as an essential element of self-expression and communication. We therefore expect our students to perform well on the PSSA Writing tests across all grade levels, as our teachers pursue all aspects of the Pennsylvania Standards for Reading, Writing and Language Arts.

The following table shows the results of the PSSA Writing test for 2011 across all tested grade levels (5, 8 and 11) for each tested student category. As can be seen in the table, almost two-thirds of our students overall scored at grade level or above (60.7%), with only a small percentage (2.3%) performing above grade level. These results were similar to the 2010 Writing PSSA results (66.7% overall). Very few of our students performed at the lowest proficiency level (Below Basic) in Writing, including the IEP students (10% Below Basic). Only a few students in the other categories scored at the Below Basic level (2.2% to 2.8%). The White students had the highest Writing proficiency levels (63.3%), though all categories achieved approximately 60% proficiency, with the exception of the IEP students (20%).

MACHS Writing PSSA Proficiency Levels by Student Category, All Grades, 2011

	ALL	Econ	IEP	Black	Hispanic	White
	%	%	%	%	%	%
Below Basic	2.3%	2.8%	10.0%	2.4%	2.6%	2.2%
Basic	37.0%	38.6%	70.0%	38.9%	35.9%	34.4%
Prof	58.4%	55.8%	20.0%	56.3%	56.4%	62.2%
Adv	2.3%	2.8%	0.0%	2.4%	5.1%	1.1%
Prof & Adv	60.7%	58.6%	20.0%	58.7%	61.5%	63.3%

When the students' Writing performance is broken out by grade level, as is shown in the tables below, one can see how student Writing performance at MACHS is similar from 5th to 8th grade, and is lower in 11th grade. This is largely due to the changes in enrollment in the high school program that were discussed above.

PSSA Writing Performance by Grade (5, 8, 11) 2010-11

	Grade 5	Grade 8	Grade 11
LEVEL	%	%	%
Bel	0.0%	2.0%	4.9%
Bas	31.3%	37.2%	41.0%
Prof	68.8%	58.8%	49.2%
Adv	0.0%	2.0%	4.9%
Prof & Adv	68.8%	60.8%	54.1%

Our recent PSSA Writing subtopic scores are provided in the table below. Of the two areas, Composition

and Revise and Editing, our students performed better in Revise and Editing for the first time, with 69% answering a "medium" or "high" number of items correctly (versus 61%). Their performance on Revising and Editing tasks was higher than

in 2010 (69% versus 62% answered a “medium” or “high” number of questions correctly), but their performance on Composition was lower than last year (61% versus 68%).

PSSA Writing Subtopic Performance for All Grades 2009-10

Performance Level	Composition	Revise + Editing
Low	39%	31%
Medium	59%	68%
High	2%	1%

PSSA SCIENCE SCORES

MACHS students took the PSSA Science test for the third time in grades 4, 8 and 11 in 2011. This was the first year Maritime had a fourth grade class.

In order to understand better where our students stand relative to their achievement of the Pennsylvania Standards in Science, we examined the results of the latest PSSA test. The test results are provided below, with an analysis of scores by student subcategories, by grade levels, and by performance on Science test subtopics.

The table below provides results of the Science test for the school (combined grades 8 and 11) as a whole, and for each subcategory of students in the school.

As can be seen in the table, only about one third of our students tested at grade level or above (Proficient or Advanced) on the Science test in 2011. This was higher than the overall Science results in the previous year by about 7% (32% versus 25%). The Black subgroup of students performed the best, with over a third scoring on grade level or above (34.2%), and 7.9% scoring above grade level. The IEP subgroup performed least well overall, 21.2% of students scoring Proficient or above, but that subgroup also had the highest percentage of students perform at the advanced level (9.1%). The Economically Disadvantaged group performed similarly to the whole group (29.1% versus 31.9%), with 4% scoring at the Advanced level. In all measured groups at the school, more students performed at the Below Basic level than at the proficient and advanced

levels combined, indicating their knowledge and skills in Science are far below grade level expectations.

MACHS Science PSSA Proficiency Levels by Student Category, All Grades, 2011

	ALL	Econ	IEP	Black	Hispanic	White
	%	%	%	%	%	%
Bel	37.4%	39.0%	57.6%	37.7%	33.3%	38.2%
Bas	30.7%	31.8%	21.2%	28.1%	39.4%	30.3%
Prof	26.5%	25.1%	12.1%	26.3%	21.2%	29.2%
Adv	5.5%	4.0%	9.1%	7.9%	6.1%	2.2%
Prof & Adv	31.9%	29.1%	21.2%	34.2%	27.3%	31.5%

We were interested to see if the Science performance of our students was considerably different for our 4th graders, 8th graders and 11th graders. The following table shows the performance levels for our students in these three grades in 2011. The results show that for the fourth year in a row a higher percentage of our 8th graders scored at the proficient or advanced levels than our 11th graders (34.4% versus 16.7%). However, this year’s new fourth grade class performed very well in Science, with 61.9% of students at a Proficient or Advanced level. The 4th graders also had by far the most students performing at the Advanced level (19%), while the 8th and 11th graders had very few students testing above grade level (4.6% and 3%, respectively).

PSSA Science Performance by Grade (8, 11) 2010-11

	Grade 4	Grade 8	Grade 11
LEVEL	%	%	%
Bel	23.8%	38.4%	39.4%
Bas	14.3%	27.2%	43.9%
Prof	42.9%	29.8%	13.6%
Adv	19.0%	4.6%	3.0%
Prof & Adv	61.9%	34.4%	16.7%

Our school emphasizes science heavily in our curriculum, as our students study all aspects of nature and the physical world as they embrace learning about our central theme of maritime studies. However, much of this emphasis does not appear to be showing in the students’ PSSA Science test scores. As the following table shows, our students performed very similarly in all subtopic areas of science. Their performance on the Physical Science questions was best, with 36% of students answering a “medium” or “high” number of items correctly. The students performed least well on Biological Science items, with only 26%

answering a “medium” or “high” number of items correctly. These results differ from the patterns of past years, when the students performed best on the Nature of Science questions and worst on Physical Science.

PSSA Science Subtopic Performance for All Grades 2010-11

Performance Level	Nature of Science	Biological Science	Physical Science	Earth and Space Science
Low	67%	75%	64%	70%
Medium	26%	16%	26%	22%
High	7%	10%	10%	8%

How these results influence development of new or revised annual measurable goals and targets?

Our school’s central academic goal will continue to be to move all of our students to grade level proficiency, as is defined by the Pennsylvania Academic Standards in all areas. Therefore, our goal is to be able to consistently meet AYP targets as set by the State as part of the No Child Left Behind Law as we progress toward universal grade level proficiency. In 2011, the State’s PSSA targets for proficiency moved higher again, with a target of 72% proficiency in Reading and 67% proficiency in Math. In 2014, our goal is for all of our students (100%) to be proficient (on or above grade level on the Pennsylvania Standards) in Math and Reading.

This year, several of our individual grade levels achieved our proficiency targets in Reading or Math, but only 7th grade surpassed the 2011 goals in both subjects. We will work on continuing our progress in all grades while placing additional emphasis on improving performance in the other grades, particularly in 11th grade. We will continue to focus on improving the achievement levels of our students with IEPs, and on the achievement of our Black students.

Last year, we instituted new Science teaching standards at all grade levels to ensure that our students are achieving proficiency in Science as well as Reading and Math. Additionally, we have included Science and Technology as a major component of our 21st Century CLC program, which likely accounts for the significant improvement in our science proficiency between 2010 and 2011.

At our annual retreat, our Grade Team Leaders and administrative leadership team meet to analyze the previous year’s test results. Our assessment results are reviewed and compared to our school’s academic goals and objectives in the

development of each year's Annual Report. The results are used to make programmatic decisions regarding changes to the curriculum, more attention to teacher professional development, more time for individual student tutoring, etc.

With the Curriculum Coordinator, our Leadership team designs a plan to modify our curriculum and instructional methods in order to address our students' needs with regard to testing. These annual meetings have generated numerous changes in our educational program, as they are our primary opportunity to evaluate our effectiveness.

One example of a data-driven instructional decision we have made is the Study Island program at Maritime. We instituted Study Island in 2008 to prepare all of our students better for Math, Reading and Writing assessments. In 2010-11, each student spent approximately 40 hours on Study Island reviewing Math, Reading, and Writing during school hours over the course of the year, for an approximate total of 23,400 hours for all students combined.

Study Island serves as an interim assessment for our teachers. On this program, teachers have access to a private page where they can view detailed progress reports for individual students, as well as their class as a whole. These reports allow teachers to easily identify their students' weak areas. In addition, teachers can compare their students' performance against other students in Pennsylvania. The reports provided by Study Island allow teachers to modify their instruction as necessary in order to meet the needs of their particular students.

Over the past six years, we have relied primarily on the PSSA in Mathematics, Reading, Science and Writing to gauge our students' academic achievement and progress. However, our teachers also use a variety of assessment types in order to gauge student learning, including student projects and exhibitions, teacher-prepared tests, oral presentations, and rubrics to evaluate culminating projects (8th and 12th grade only).

We will continue to focus our curriculum on achieving the PA Academic Standards by developing baseline and benchmark scores for our students using the 4Sight assessments provided by Johns Hopkins. These assessments will help us to identify areas of weakness in our students' achievement throughout the year so that we can continue to individualize our instruction to move them toward proficiency. This year (2010-11) was our third year using the Benchmark tests, which we used twice in grades 5 through 11, and twice with just grade 11.

If locally developed tests are used, discuss how they are used and what impact they have on the curriculum, student improvement, and decision making

All of our teachers use the results of locally developed assessments (paper and pencil tests, student presentations, writing assignments, homework assignments) to determine where students might need extra assistance from resources such as Study Island, or after school tutoring. Student performance is gauged regularly in all grades in all subject areas, and the results are frequently discussed at weekly grade level meetings in determining best approaches for working with the entire grade and with individual students. When students are assigned to extra assistance in reading or math, their teachers and the school principals monitor their progress on a regular basis to determine how well the particular intervention is working to build their skills. If the student is determined to be making little progress, the school tries a different type of remediation. The goal is to move the student quickly back up to his or her regular grade level.

We will continue to use Study Island, an online test preparation program. This program is designed to help students master assessment anchor topics that are tested on the PSSA. Teachers have access to a private page where they can view detailed progress reports for individual students as well as their class as a whole, which makes it easy to identify weak areas. In addition, teachers can compare their students' performance against other students in Pennsylvania.

As was mentioned above, MACHS used the 4Sight benchmark tests to assess student performance relative to the PA Academic Standards during the year. Although the test calls for conducting a baseline and 3 or 4 follow-up benchmarking tests, we used the test to conduct 3 tests total with all grades (1st, 2nd, 3rd).

The following tables contain the results of the 4Sight tests that were administered to our students during the past year. The results show that the 4Sight tests predicted lower levels of proficiency in both Math and Reading than our students ultimately obtained on the PSSA. The 4Sight tests predicted approximately 45% proficiency in Math, and around 77% proficiency in Reading. In the spring, 65% of our students scored proficient in Math, and 68% scored proficient in Reading. The tests underpredicted the students' pssa proficiencies in math and overpredicted in Reading. In the past, the 4Sight has not always seemed to be a good predictor of PSSA proficiencies, especially due to its overprediction of 11th grade scores in both categories. This year's projected scores for the 11th graders were somewhat closer to the actual scores, but the predictions overall were still not very accurate.

Test: 4Sight
 Test Subject: Math

	Baseline	1st	2nd	3rd	4th
Student Count		657	604	620	
Performance Level Below Basic		13.85%	14.07%	8.23%	
Performance Level Basic		52.66%	46.36%	34.19%	
Performance Level Proficient		29.53%	36.59%	41.61%	
Performance Level Advanced		3.96%	7.45%	15.81%	
Proficient and Advanced		33.49%	44.04%	57.42%	

Test Results Chart & Graph

Subject Reading School Year 2010/2011
 Test 4Sight Test Subject Reading

	Baseline	1st	2nd	3rd	4th
Student Count		644	634	621	
Students with Zero Score					
Performance Level Below Basic		3.88%	2.68%	2.74%	
Performance Level Basic		23.91%	26.50%	18.84%	
Performance Level Proficient		51.40%	54.89%	57.97%	
Performance Level Advanced		20.81%	15.93%	20.45%	
Proficient and Advanced		72.20%	70.82%	78.42%	

b.) Describe the strategies and interventions that are in place to ensure that students who are at-risk of failure, or those not making reasonable progress, are being addressed. What opportunities are they afforded in order to help them succeed? Provide clear evidence that demonstrates

how those strategies are proving to be effective in terms of improved academic performance.

Since the founding of the school, our teachers and administrators have worked to raise the achievement levels of all of our students, many of whom come to the school with low levels of achievement and many of the difficulties that accompany living in low income homes and neighborhoods. We have developed an extensive method of assessing students' academic weaknesses and tracking their progress, and a diverse array of interventions that have created an "academic safety net" for our most vulnerable students while still providing a challenging academic program for our most advanced students. Our success can be seen in the growing proficiency levels of our special education students, the relatively high academic performance of our Economically Disadvantaged students and the low percentages of students at our school who are performing at the Below Basic level on the PSSA Math and Reading tests.

MACHS is committed to raising the academic achievement level of all our students, and to that end, we have implemented Talent Development in English and Mathematics throughout all grade levels. Designed by the Johns Hopkins University, this is a comprehensive reform model for urban middle and high schools, with a three-part focus on curricular and instructional innovations to prepare all students for high-level courses in math and English, parent and community involvement to encourage college awareness, and professional development to support and realize the recommended reforms. Our teachers meet weekly with Johns Hopkins Talent Development Facilitators to review new strategies and interventions for at-risk students.

Students who are at-risk of failure are identified by their teachers at the beginning of each school year and during each marking period based on their academic performance and performance on past reading and mathematics standardized tests. During the coming year, our teachers use the results of 4Sight baseline and benchmark testing and Study Island test scores to help to identify our students who are at risk of not achieving the Pennsylvania Academic Standards in Math and Reading.

We use student test scores to assign the lowest performing students to academic support sessions that include time during the day devoted to using Study Island, an online test preparation program. Students with particularly low levels of skills are required to attend tutoring support before school, after school, or on Saturday mornings. The school has also implemented a reading lab to support students needing extra assistance staffed by trained reading instructors.

Our grade teachers meet weekly to discuss instructional planning and progress of students. When a student is not meeting standards in their academic skill development, teachers refer the student to the Comprehensive Student Review Team. This team contacts the students' parents and creates short-term

interventions to address specific needs. If the student continues to perform below standards in their academic skill development, the Comprehensive Review Team will recommend testing by a certified school psychologist to determine if there is a learning disability. If a disability is noted, the Comprehensive Review Team prepares an IEP and the recommended learning prescription is followed. If a student is not found to have a learning disability, but still struggles with academic performance, tutoring and classroom support are available. MACHS has 5 full-time, Pennsylvania State certified Special Education teachers. MACHS follows federal regulations in determining special education placement.

As the PSSA results above demonstrate, the school has been effective at raising the PSSA proficiency levels of all of our students.

Student Assessment - Attachment

- Maritime 4sight local assessments 2011

Teacher Evaluation

The school's Board of Trustees has delegated the responsibility of teacher evaluation to the CEO of MACHS, Dr. Ann Waiters. Dr. Waiters holds a Pennsylvania School Supervisory Certificate. MACHS Instructional Advisors assist Dr. Waiters in the evaluation process. The school's teacher evaluation plan is designed to a) measure teacher competence and b) foster professional development and growth. MACHS' teacher evaluation provides teachers with useful feedback about their classroom performance, the opportunity to learn effective teaching techniques, and counseling from master teachers about how to make classroom changes to achieve our school's instructional goals. Our evaluators observe specific procedures and standards that: a) relate to important teaching skills and lesson planning b) are as objective as possible c) are clearly communicated to the teachers before the evaluation begins and reviewed following the evaluation and d) are linked to the MACHS program of professional development.

This year, MACHS employed three Instructional Advisors who are experienced with supervising and mentoring teachers to work with all of our teachers on improving their techniques and classroom management methods. The Instructional Advisors observe classroom lessons in order to collect data for evaluation. These observations are both formal and unannounced. The Teacher Evaluation Forms are attached to this Report. They include a Walkthrough Teacher Feedback Form, a Protocol for Teacher Evaluation Form, and a Rubric for Standards in the Classroom. The Protocol examines a teacher's demonstrated Knowledge, Learning Environment, Instructional Methods, and Ancillary Professional Responsibilities.

The Rubric for Standards in the Classroom examines a teacher's achievement of standards of excellence for teaching in the following areas:

Lesson Objectives

- Focused on PA Anchors
- Assessment of PA Anchors

Essential Content

- Skills
- Concepts and Themes
- Relevant Questions

Assessment of Learning

- Informal: Observation
- Formal: performance, rubrics, criteria

Feedback to Students

- Quality: accurate, substantive, constructive, specific, timely

Adapts Instruction

- Intervenes when needed
- Enriches when needed
- Knowledge of learning

The Rubric ranks a teacher's teaching based on observable behaviors as either novice, apprentice, proficient or distinguished.

The Walkthrough Feedback form makes notes about particular aspects of a teacher's lesson on a given day. The notes involve the following aspects of a teacher's lesson: Lesson Objectives, Essential Content, Assessment of Student Learning, Feedback to Students, Active Learning, and Adapts Instruction.

Review conferences are held within 5 days of the teacher observation to facilitate the teacher's receipt of feedback from an Instructional Advisor. In addition, Instructional Advisors review lesson plans and classroom records to

note how well a teacher is making progress towards instructional goals. Classroom records, including tests and assignments, are indicators of how the teacher is linking lesson plans, instruction, and assessment. Instructional Advisors report the results of their teacher evaluations and conduct post-observation conferences to give teachers feedback on their strengths and weaknesses.

This process requires the instructional advisor to:

- Deliver the feedback in a positive and considerate way;
- Offer ideas and suggest changes that make sense to the teacher;
- Maintain a level of formality necessary to achieve the goals of the evaluation;
- Maintain an appropriate balance between praise and criticism; and
- Provide enough feedback to be useful but not so much that teachers are overwhelmed.

Using information collected from the Instructional Advisors, Dr. Waiters completes a formal evaluation of each teacher. She evaluates teachers in the following areas: 1) inclusive education of special education students, 2) team work, 3) responsiveness to student/parent conferences, 4) communication with support staff, 5) student academic attainment consistent with school objectives, 6) participation in school activities and staff development, 7) enthusiasm, and 8) attendance. Teachers have the right of appeal in the event of a perceived unfavorable or inaccurate review. Appeals are directed to the Board of Trustees, who establish an outside arbitrator to review the evaluator's comments. The arbitrator will provide a hearing and written recommendations regarding any follow-up action for the board.

Linking Teacher Evaluation to Professional Development

Members of our professional development committee include:

- Ann Gillis-Waiters, Ed.D, Chief Executive Officer
- Brian Lytz, Director of Curriculum and Testing
- Angela O'Brien, parent, Home and School Association
- Penelope Jones, M.Ed, MACHS Educational Leadership Team
- Lisa Foster, 8th Grade Teacher

The new plan identified some important professional development needs for our staff, including:

Specialized training using research-based pedagogy in the content areas of RELA and mathematics

Training with a focus on differentiated instructional strategies and classroom accommodations to comply with student IEPs

Training in Maritime Studies

Training to develop an early intervention process for students who are not progressing at grade level expectations

Responding to these needs, our Professional Development Committee has contracted a number of providers to present trainings to our staff. One such provider is John's Hopkins University Talent Development Middle Schools Program. This is a comprehensive reform model for urban middle and high schools, with a three-part focus on curricular and instructional innovations to prepare all students for high-level courses in math and English, parent and community involvement to encourage college awareness, and professional development to support and realize the recommended reforms.

Talent Development is a state-approved Act 48 Professional Education Provider. Talent Development Facilitators conduct monthly, full-day workshops throughout the school year which include topics such as understanding content, PSSA rubrics, differentiation, and teaching strategies. Peopling of Philadelphia, and Act 48 professional education provider, provides our staff with trainings in urban ecology and the ecology of the Delaware Watershed, a major component of our maritime curriculum. Topics of workshops conducted by Peopling of Philadelphia include soil testing, water testing, macro-invertebrates, and the formation of the Delaware Watershed. Additionally, MACHS teachers have collaborated with educators from the Philadelphia Independence Seaport Museum to develop a sequential maritime curriculum for each grade that compliments Pennsylvania state standards. Educators from the Independence Seaport Museum have provided professional development workshops on grade specific content information, culminating school-wide activities, and various maritime projects. Many of our professional development opportunities are directly related to our mission of providing a rigorous academic program which incorporates maritime themes.

b.) List entities/individuals who are responsible for teacher and staff evaluation.

The teachers and staff are evaluated primarily by the school's CEO, Dr. Ann G. Waiters. Dr. Waiters is a Pennsylvania Certified school principal and holds a Pennsylvania Superintendent's certificate. She has served previously as a high school principal, as a regional superintendent in Philadelphia, and as a superintendent of schools in a Pennsylvania School District. The teachers are also evaluated by Mr. Brian Lytz, who holds a Pennsylvania Principal's Certificate. Mr. Lytz is the school's Director of Curriculum and Testing.

c.) Describe professional development for the evaluators, particularly in the areas of Special Education and instructional techniques that are unique to the mission of the charter school and support student success.

The school's CEO, as well as the school's Principal and Chief Operating Officer and the school's Curriculum Director, participate in all of the professional development held for the school's staff. These include multiple professional development sessions for the teaching of Math and Reading conducted by the Talent Development program, the primary program used in the school to boost mathematics and language skills of students in the school. These also include multiple professional development sessions each year centered around teaching about the school's theme of maritime studies and intermodal transportation. She collaborates regularly with the school's special education supervisor and school psychologist in planning special programs for students with Individualized Education Plans.

Teacher Evaluation - Attachments

- teacher evaluation forms
- teacher evaluation plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

MACHS was founded by Board Members who are still leading the Board of the School 8 years later, and by Dr. Ann Waiters, the first and current CEO. The school has maintained continuity of leadership over the years, which has contributed greatly to the long-term success of the school. The school's administrative leadership team has remained the same since the founding of the school. The original CEO and COO, have continued to serve the school through 2010-11.

This year, the school adjusted some of our administrative team, moving our high school principal to oversee the entire curriculum and assessment program for the school. This has strengthened our ability to provide an integrated and challenging program across all grades, including the new elementary school that we are establishing. Additionally, our previous Special Education Supervisor now oversees all special programs at the school, including our ELL program.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Dante Mattioni, Esq.	Member
Eugene Mattioni, Esq.	Chairman

Dominic O'Brien	Member
Louis Hiban	Treasurer
Michael Gabor	Member
Harvey Weiner	Member
Art Sulzer	Member
Albert Childs	Member
Michelle Krajewski	Member
Scott Cointot	Member

Professional Development (Governance)

The Chief Executive Officer serves with the Board as an ex-officio member. As a retired school district superintendent, she provides leadership to the Board in matters of governance including the Sunshine Law and the Public Officials Act. When additional expertise is needed for Board decision making, professional consultants familiar with the issues involved are engaged to work with the Board.

Coordination of the Governance and Management of the School

The CEO is accountable to the Board for all school operations. In addition to participating in school activities and making site visits, the Board meets monthly to review and approve staff reports on the school's operations including financial expenditures and plans, curriculum reports, staff acquisitions and separations, student activities and issues, student achievements, staff performance reviews, fundraising efforts, student enrollment, textbook acquisitions, and acquisitions of furniture, fixtures and equipment. In addition, MACHS maintains a cooperative and collaborative relationship with the School District of Philadelphia.

Coordination of the Governance and Management of the School - Attachment

- Board meeting schedule 2010-11

Community and Parent Engagement

As a maritime-themed school, we are constantly finding ways to connect our students and teachers to the many maritime, transportation, and environmental organizations and institutions available in our local community, and throughout the region. Our Board of Trustees is wholly dedicated to the mission of connecting our students to the larger world, both by taking our students out into the community to see marvelous things such as immense ship building and

restoration projects, and by bringing community resources into the school, such as having retired Coast Guard Admirals teach our students the fundamentals of maritime navigation.

Members of our community are involved in the governance of MACHS through board membership, and through the many partnership activities that our school has with organizations throughout the Delaware Valley. We have members of several maritime-related organizations on our board, including graduates of the U.S. Merchant Marine Academy and the Operations Manager and Captain at River Associates, a division of K-Sea Transportation Partners.

MACHS encourages community involvement in the management of school by informing the community of the regularly scheduled board meetings, which are open to the public, through advertisement in the Philadelphia Daily News. Additionally, MACHS maintains an information-rich website (<http://www.maritimecharter.org/>) that provides the community with information on school programs and activities, including calendars of upcoming events.

Our new 21st Century CLC has been a fantastic resource for connecting the school with the larger community. We have been able to offer free after-school and educational summer programs to community members outside of the school, and provide activities such as art shows and music performances that are advertised and open to the community outside of the school.

During 2010-11, we continued working with many of our established partners, and added some new partners as well:

Independence Seaport Museum- Partnership allowed MACHS students to learn about the history of seafaring and shipbuilding and the role the city of Philadelphia plays in the essential industry. Grades five through eight visited the museum regularly for workshops with museum educators and to complete independent projects with different themes related to our seaports. Some special education students interned at ISM to study boat building for 20 hours this year.

Earth Force- a nonprofit organization dedicated to engaging young people as active citizens who improve the environment and their communities now and in the future, has partnered with MACHS to offer workshops and assist our ninth grade students in creating projects related to environmental learning. They also encourage active student participation outside of school, through recycling drives and clean-up days.

Moorestown Community Center- middle school students were offered swimming lessons and activities, as well as swimming tests that were needed to certify students to take part in sailing.

The U.S. Coast Guard- sponsors the MACHS Sea Scouts program, a nautical organization affiliated with the Boy Scouts of America. Sea Scouts, open to all MACHS students, provides a place where students can learn the traditions of the sea, and experience everything from tying knots to cruising in a vessel. This program also offers our students the chance to become certified in SCUBA, boating safety, CPR, and other valuable skills. In addition to the traditional Scouting disciplines, we also utilize the classroom-based Learning for Life program to encourage positive behavior, assist in building self-esteem and reward positive work ethics.

Adventure SCUBA- located in Conshohocken, PA, has created an entry-level course in basic SCUBA for MACHS students. The course covers topics ranging from equipment, environment, physics, physiology and emergencies, as well as the skills and techniques required for students to dive safely. Students use the pool at St. Joseph's University to learn and practice. In addition to learning SCUBA for fun, certification can also lead to a variety of careers. Students who take this course become NAUI certified.

Ports of Philadelphia- partnership helps keep the school aware of the latest developments in the world of intermodal transportation. The Ports provides course materials and speakers for classrooms as well as faculty professional development.

Teach for America- Teach for America places outstanding college graduates in low-income community schools with the intent to eradicate inequality of education. We have had several Teach for America teachers at the school over the past few years, including in 2010-11.

Talent Development of Johns Hopkins University- MACHS has been named a member in the National Network of Partnership Schools with Johns Hopkins University. This recognizes and supports our school's commitment to developing a comprehensive program of school, family, and community partnerships for student success.

K-SEA Transportation- provides internship opportunities for Seniors (must be 18 years old).

DASH- Destined to Achieve Successful Heights- A non-profit music education group runs activities for Maritime students that immerse them in projects with professionals in the music-making industry.

Girls Achieve- Eleanor Jean Hendley, an Emmy Award-winning former network affiliate television news journalist, public school teacher, and

youth advocate, created Girls Achieve for adolescent girls. MACHS students participated in a series of life skills workshops for presented weekly throughout the school year.

World Trade Association- WTA is a network of dozens of companies involved in international trade who are involved in promoting international trade. WTA provides speakers who come to MACHS and describe the types of work that their companies do, and what types of training people need to work in their organizations.

Parent Engagement

Upon enrolling a child at MACHS, parents are asked to sign a contract in which they pledge to participate in the school as volunteers and as members of the Parents Association. Parents also receive a monthly newsletter keeping them informed of school happenings and encouraging them to visit the school, attend parent meetings and special events, and give some time as volunteers. Workshops are conducted periodically to aid parents and let them know how they can support their child's learning at home. Parents are invited to visit their child's classroom any time of the year. In addition, Board meetings are advertised in advance in the **Philadelphia Daily News** and are open to the public, including parents. A calendar of activities/school meetings is also posted on the school's website.

MACHS also maintains a Parent Advisory Council that meets and creates activities on a monthly basis. The Parent Advisory Council meet with the CEO and Principal to make suggestions about programs and services they suggest for the school. Among those was a request to expand the summer school and after school learning opportunities for students, which we have done through our new 21st Century Center.

The Council participated in the Maritime Academy Charter School newsletter, which was sent home to parents quarterly. The newsletter included such information as research methods that can help parents develop their children's motivation, special points of interest such as grade activities, family counseling, annual book fairs, and school activities. The newsletter also provided new information about MACHS programs and procedures and invited parents and students to respond with comments and concerns in the school's suggestion box. In addition, the Parent Advisory Council helped organize the Book Fair and Maritime Festival Day, and provided chaperones for our sailing courses.

The Parent Advisory Council has remained active in providing ongoing parent and student orientations throughout the school year as well as weekly parent visits. Parent-teacher conferences are held each quarter when report cards are issued to assist the parents in becoming more aware of their children's progress

each marking period. Guidelines for the conferences are shared with teachers to help parents and teachers communicate more effectively. They include:

- Help build parent support for the teacher and the school;
- Engage parents as learning partners with their children;
- Establish shared goals among the teacher, the parent, and the student;
- Review and seek agreement with school and classroom routines;
- Share information about classroom procedures, course objectives, and grading standards;
- Learn more about how the student learns best and likes to do;
- Share instructional concerns and design strategies for improvement;
- Share student successes; and
- Establish a procedure for ongoing communication.

Approximately 82% of the parents interact with the school electronically during the year, primarily through the Powerschool system. A majority of our parents use the internet to communicate with the school and their child's teachers, and to access student academic progress information for their children. Powerschool allows parents and students to access assignments and grades from home.

The majority of parents attended conferences, and those who were unable to attend were called on a regular basis for status reports.

MACHS also hosts parent workshops periodically to provide information to parents about how to support their child's learning at home. Our most recent workshop focused on clarifying the college application process. Parents are invited to visit their child's classroom any time of the year. In addition, our schedule of board meetings is published in advance in the Philadelphia Daily News *and are open to the public, including parents.*

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

MACHS raised over \$28,000 in a variety of fundraising projects.

MACHS also received a major grant from PDE to create a 21st Century Community Learning Center on site at the school. 2010-11 was the first full year of the grant, which is funding our very successful before and after-school and summer program for over three hundred students. The grant is in the amount of 1.620 million dollars, and is the largest grant the school has ever received. The grant continues through 2013. As a requirement of the grant, the school is developing a funding plan that will identify funding sources and stimulate the collection of funds that will be used to continue the afterschool and summer programs beyond the conclusion of the grant term. In order to ensure that this fundraising plan begins in a timely manner, the CEO is working with the 21st Century Center management team to establish goals and set targets for the acquisition of funds in the neighborhood of 200000 to 300000 dollars per year.

Fiscal Solvency Policies

As of June 30, 2011, MACHS was operating with a fund surplus of approximately \$488,633. This operating surplus facilitates our long term fiscal solvency, and can be used in emergencies, shortfalls, and funding delays. Nobel Learning Communities, Inc. has been the school's business manager since the founding of the school, and provides daily analysis and monthly and annual forecasting of receipts and expenditures. The accounting, forecasting and budgeting tasks were transferred this year to FOUNDATIONS, Inc of Mount Laurel, NJ. FOUNDATIONS has a very experienced team of charter school finance experts who have already begun working with the school.

Our goal every year is to maintain an end of year fund surplus of at least 5% of the operating budget in order to ensure fiscal solvency in the coming year. The current surplus amount is equal to 5.5% of our operating budget for 2010-11. Thus, we will be entering 2011-12 in a good financial position to begin the year.

Accounting System

All financial and budgetary reporting are prepared in accordance with the Generally Accepted Accounting Principles and the applicable standards set by the Government Accounting Standards Board (GASB). The general ledger structure and account classifications are in accordance with the Pennsylvania Department of Education guidelines. Maritime Academy Charter School utilizes the internal controls procedures, including cash management, general ledger, financial reporting, and account and bank reconciliations provided by Nobel Learning Communities, Inc. The accounting software used is Peachtree Complete Accounting 8.0. We have begun the transition to working with FOUNDATIONS, Inc. as our accountant. In that relationship, we will be using Navision Financial accounting system, which is integrated with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools. As attested to by our independent financial auditor, MACHS' financial statements are presented in conformity with Generally Accepted Governmental Auditing Standards (GAGAS), using an accrual basis for accounting. The school was found to have a clean audit with no issues for 2009-10.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- revenues and expenditures 2010 11

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit

MACHS once again engaged the audit firm of Siegal and Drossner, PC Certified Public Accountants and Business Advisors, located at 300 Yorktown Plaza, Yorktown, PA 19027 to conduct the audit of the 2009-10 school year (ending June 30, 2010). Federal law allows non-profit organizations until the 15th day of the 5th month following the close of their fiscal year to file taxes and conduct audits. Therefore, MACHS has until November 15, 2011 to complete its audit report for school year 2010-11; and we anticipate that this audit will be completed in early fall 2011. At this time, MACHS is submitting its audit report for 2009-2010, date November 21, 2010. MACHS will provide PDE and the School District of Philadelphia with a copy of the audit report for the 2010-2011 school year upon its completion.

The independent audit of the school's 2009-10 finances found no significant deficiencies relating to the audit of the financial statements. The audit found that Maritime's financial statements were a fair representation of revenues, expenditures and fund balances.

The audit found that, as of June 30, 2010 the end of year cash balance was \$1,365,437, representing an increase of \$210,846 from June 30, 2009. Total revenues increased by 0.777 million dollars due largely to federal stimulus funds obtained by the school.

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit - Attachments

- audit June 30 2010 part 1
- audit June 30 2010 part 2

Citations and follow-up actions for any State Audit Report

There has been no State Audit of any MACHS programs this year. A full federal programs audit was conducted this year that reviewed all of our federal Title expenditures. That audit found no deficiencies in management of our federal programs including Title I, Title II and Title III.

SECTION VII. FACILITY RESPONSIBILITIES

Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year

During School Year 2010-11, MACHS purchased and renovated a new Maritime Technology Center building on the same campus as the rest of school, at 2275 Bridge Street. The building will be available for our students and staff to use beginning in summer 2011. The building includes a large shop, 3 additional

classrooms, and space for a “Bridge Simulator.” The school also purchased computers, smartboards, computers, and furniture (desks, chairs, bookshelves, etc.) to complete the new Center.

Future Facility Plans and Other Capital Needs

We have already expanded our school to include grade 4 in 2010-11, and we plan to continue our expansion to include two additional classrooms each of grades K to 3 in the near future. This year, we did not need a new building to expand, as we already had enough classroom space for 4th grade. However, when we add grade 3 to our school, we will need to add additional classroom space. At that time, we are planning to move the high school to a new building, and place the elementary school grades in the current high school building.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students

Safety

A current Use and Occupancy Certificate has been issued by the City of Philadelphia and is on file at the school.

In accordance with the Philadelphia Fire Prevention Code, (Chapter 7, Section F-708.1) for High Rise Buildings, the School District of Philadelphia Policy and Procedure Number 110.4, and Sections 703.1 & 2 of Chapter 7 of the Philadelphia Fire Prevention Code, MACHS held 9 fire drills in 2010-11.

All fire alarm drills are recorded in a log book with all of the relevant information; date, time of drill, the actual time for evacuation, and any other factors. The Philadelphia Fire Department inspects the log book annually.

MACHS employs a full-time, certified school nurse who organizes the provision of all health services (i.e. physical examinations, hearing screening, etc.) mandated

by the Pennsylvania Department of Health as stated in Section 1402 of the Public School Code. Furthermore, MACHS abides by 28 Pa. Code Chapter 23 relating to immunization requirements for students attending a public school. All health and immunization records for students are secured in the nurse's office.

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students - Attachments

- machs Wellness policy
- MACHS Health Reimbursement 2009-10

Current School Insurance Coverage Policies and Programs

Current School Insurance Coverage Policies and Programs

Current School Insurance Coverage Policies and Programs

For the 2010-11 school year, MACHS was insured at the following levels:

School and Classrooms (2 buildings) \$ 8,978,271

Cafeterias (3 buildings) \$ 2,750,000

All Buildings/Blanket \$ 800,000

Products-completed operations aggregate \$ Included

The insurer affording coverage is Philadelphia Indemnity Insurance Company.

Current School Insurance Coverage Policies and Programs - Attachment

- Maritime Acord Statement of Liability 2010-2011

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

In 2010-11 MACHS had a total of 45 professional staff members, not including the C.E.O. 44 of these professional staff members were teachers. Eight teachers left from 2009-10 to 2010-11, and 7 new professional staff members were added. This represents a 85% staff retention rate from 2009-10 to 2010-11.

While many charter schools experience high staff turnover and low teacher retention during the first few years of operation, MACHS has an exemplary record of low staff turnover and high teacher retention. We attribute this success to clearly defined expectations for staff members, a policy of open communication among the staff, competitive salaries and benefits, uniformly enforced student discipline policies, leadership opportunities for staff members and, most of all, a shared commitment to our school's mission and our students.

100% of all professional staff members held the appropriate Pennsylvania state certification for their area in 2010-11, far surpassing the 75% certified requirement set forth in the Pennsylvania Charter School Law. This information is contained in the PDE 414 form attached to this Report. 100% of our classroom teachers were highly qualified. Our school's C.E.O. is also a highly qualified school administrator, holding her PA State Superintendent's certificate.

Quality of Teaching and Other Staff - Attachment

- PDE-414 Verification form 2011

Student Enrollment

Student Enrollment

In the first three years of our charter (2003-04, 2004-05, and 2005-06), our school was located in a facility that was suitable for a school, but only had the space to serve approximately 485 students. The reduced capacity of our first facility meant that we were not fully able to enroll our school to our full charter allotment in years 2 and 3, although we did manage to enroll all of the students that could be accommodated by the facility. From the beginning of our charter, we were looking for a facility that could ultimately accommodate all 800 of our students on the same campus. We were able to find such a facility at the Frankford Arsenal, and we moved there prior to year 4 of our charter (summer of 2006). Since the fifth year of our charter, we have been able to enroll close to our full charter allotment, and we served close to our full enrollment of students this past year- 767 out of a possible 800 students (96%).

Our attendance rates improved dramatically this year (to 98% ADA), largely due to a much more focused practice of identifying truant students quickly and notifying parents immediately that their child needed to return to school. In addition, our new 21st Century CLC, with its host of new resources and activities for students at all grade levels provided an extra incentive for students to attend school regularly. Attendance rates increased by 5% from last year to this year, from 93% to 98%.

MACHS Enrollments, 2003 to 2011

School Year	Target Enrollment	Actual Fall Enrollment	Difference
2010-11	800	767	33
2009-10	800	770	30
2008-09	800	775	25
2007-2008	800	711	89
2006-2007	700	659	41
2005-2006	600	485	115
2004-2005	500	475	25
2003-2004	400	280	120

MACHS Attendance Rates, 2003 to 2009

School Year	Attendance Rate
2010-11	98.0%
2009-10	93.0%
2008-09	93.0%
2007-2008	92.0%
2006-2007	92.2%
2005-2006	92.4%
2004-2005	90.0%
2003-2004	93.0%

a.) Describe the charter school’s student enrollment procedures and policies, including the admissions policy. Describe how all policies and procedures comply with state law. Describe if a lottery was used, how students were placed on a waiting list and how those students were enrolled from the list.

The Maritime Academy Charter High School follows the admission policy described in our charter application. Our school is open for admission to students who are Philadelphia residents and who are eligible for enrollment in grades 4-12. Students are admitted without limitation to those with learning disabilities, from low-income families, of color, and with limited English proficiency. For those grades receiving eligible student applications in greater numbers than the number of slots available, a lottery is held, and students who are selected are invited to enroll. Siblings of previously enrolled students do receive preference in the lottery. Students who are not selected for those slots are added to the school's waiting list in the order in which their name is drawn. Waiting list students' families are contacted about openings in enrollments when other students leave during the year as soon as those openings are available. The students are selected from the waiting list in the order in which their names were drawn after enrollment was filled.

If Kindergarten or First Grade is offered, provide a description of the admission policy with age requirements.

MACHS does not offer a kindergarten or first grade program.

Provide an enrollment history for the past year, by grade level, including the number of students initially enrolled, number dropped, and number added. For students who transferred out, indicate the school(s) to which they transferred, if known.

MACHS Enrollment History				
2010-11				
	Sept 10 enrollment	Additions	Withdrawals	June 11 enrollment
Grade 4	21	2	0	23
Grade 5	50	2	2	50
Grade 6	106	1	3	104

Grade 7	132	4	4	132
Grade 8	154	0	1	153
Grade 9	93	1	7	87
Grade 10	73	4	5	72
Grade 11	78	0	9	69
Grade 12	55	0	2	53
Total Enrollment	762	14	33	743

Provide the number of students who completed the 2010-11 year who are currently enrolled to return in September.

Of the 690 students in 4th to 11th grade who completed the 2010-2011 school year 662 students have been re-enrolled for the fall of 2011. As the following chart shows, we have increased our retention of students from the spring to the following fall each year since our first year of operation.

MACHS Student Re-enrollments 2003 to 2011

YEARS	Students Enrolled Initial Year	Students Re-enrolled Following Year	% Students Re-enrolled
Spring 2011 to Fall 2011	690	662	95.9%
Spring 2010 to Fall 2010	715	685	95.8%
Spring 2009 to Fall 2009	740	695	94.0%
Spring 2008 to Fall 2008	668	618	92.5%
Spring 2007 to Fall 2007	659	596	90.0%
Spring 2006 to Fall 2006	485	424	87.4%
Spring 2005 to Fall 2005	475	410	86.3%
Spring 2004 to Fall 2004	280	230	82.0%

Provide numbers of students who were required to leave the school (expulsions, other), and the numbers who left voluntarily.

In 2010-11, 0 students were required to leave MACHS due to expulsion. A total of 33 students left voluntarily, and 14 new students were enrolled throughout the school year, resulting in a net loss of 19 students overall.

b.) Discuss any trends in enrollment including student turnover and retention data. Drawing upon exit interviews and other sources, explain why students choose to, or not to, return to the school. If the school is under- or over-enrolled based on the charter, provide an explanation.

The school was originally approved to operate 8 grades with 100 students in each grade (5th to 12th). This year, we enrolled our first class of 4th graders, as part of a charter modification agreement with the School District of Philadelphia. Our ultimate goal is to serve an additional 220 students in grades K to 12, for a total of 1020. This school year, we served 767 students at our highest enrollment, close to the number of students for which we were approved.

Our middle school grades tend to attract more than 100 students each. Our high school grades have not attracted the full 100 students, although the high school program has been attracting more students as it grows and develops. For example, this year's 9th grade class size was 93, close to the 100 student target we set for the grade.

Students and parents who come to the school most often indicate that they are interested in the school because of our reputation for safety and better academics. As was mentioned earlier, our within-year turnover of students has been low, and now our between year turnover has become much lower, as well. Ninth grade is a difficult transition year for us, as many of our 8th graders leave to take advantage of some of the excellent high school opportunities that we have available in Philadelphia. Typically, over half of our 8th grade students leave after graduating from 8th grade, and we bring in several new students in 9th grade, many of whom have much lower skill levels than our departing 8th graders.

In a recent survey of parents, results show that 70% of our parents are satisfied or very satisfied with our curriculum and instruction, and three-quarters said they would recommend the school to a friend. When the school's CEO asked the school's parents if they would write in support of the school expanding to 4th grade, we received over 300 responses from parents expressing their belief that the school provided a high quality environment for their child and that they believed the school should be allowed to serve students in all grades, K to 12.

Student Enrollment - Attachment

- Enrollment Policy and Forms

Transportation

Maritime Academy Charter School is located at 2275 Bridge Street, Philadelphia, just a short walk from the Market-Frankford Line Frankford Terminal, allowing students access to the school from most major subway and bus lines. MACHS offers the convenience of weekly Septa transpasses to eligible students.

Students must have their ID card in order to purchase tokens. Students enrolled in the middle school, grades 5-8, are also offered bus transportation through the School District of Philadelphia. Whenever necessary, transportation is arranged for students with special needs as indicated in their IEPs. MACHS contracts with Delaware County Bus Company for transportation for field trips, student athletics, and our new 21st Century CLC program.

This year, our 21st Century Community Learning Center contracted with a private bus company to provide transportation home from school to our 21st Century Center's participating students. The bus company operated buses to several neighborhoods in the evening after the Center closed throughout the school year.

Food Service Program

This year, in 2010-11, the school provided the breakfast and lunch program supplied by the Philadelphia Archdiocese. The Archdiocesan food program is also provided for our students in the summer program as part of the 21st Century CLC this summer. The program provides nutritious meals 6 days per week.

Student Conduct

a.) Describe your expectations for student behavior and discipline. Explain how your discipline policy complies with Chapter 12 of the Public School Code, particularly with respect to due process.

The primary purpose of MACHS is to educate its students in a safe and secure environment. MACHS strictly adheres to the Code of Conduct outlined in the Cadet Handbook. Students who disrupt this atmosphere must face the consequences of their actions. The School's "COMPACT" clearly indicates the student's responsibility to their self and to others.

In order to maintain the order necessary to run a school program, MACHS has established a detailed code of conduct with relevant consequences that is straightforward and easy for all (parents, students, faculty and staff) to understand and follow. The code has three levels in order to ensure uniformity of action in response to violations. These rules apply to all students during school hours, in any school sponsored program, on school grounds prior to the start of the school and following dismissal from school, traveling to and from school (including riding the bus), school trips or functions (i.e. prom) or an event that might jeopardize the school's ability to exercise its authority.

Violations of the Code of Conduct result in an "in-school" suspension or placement before a Disciplinary Review Board (DRB). All disciplinary action is in accordance with Chapter 12 of the Public Code. MACHS follows the School District of Philadelphia's code with regard to suspension and expulsion of students (included in Discipline Policies attachment). Students are provided a due process procedure in keeping with the School District of Philadelphia's Code of Conduct. The school uses in-school suspension whenever possible in order to ensure that students do not fall behind in their schoolwork. The school adheres to all provisions contained in Act 26 of 1995 & Act 30 of 1997 — The Safe Schools Act. In particular, the school reports to the state every violation of Act 26, such as when students bring weapons or drugs to school.

A copy of the school's Code of Conduct and Discipline Policies is attached.

b.) Provide the number of suspensions and expulsions by student. [Example: 12 students were involved in 21 suspension incidents and 1 student was expelled.]

No students were expelled from Maritime in 2011.

Student Conduct - Attachment

- MACHS Conduct code and Discipline policy

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2011

The Maritime Academy Charter School within Philadelphia IU 26 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a “child find” system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school’s jurisdiction. “Child find” data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.

Board President

Date

Chief Executive Officer
2010 - 2011 Annual Report for Pennsylvania Charter Schools

Date

**Verify that all DATA reports to PDE are
complete YES _____ NO _____**

Assurance for Compliance with the Public Official & Employee Ethics Act

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

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

The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.

Identify the charter school's Chief Executive Officer.

Name: Ann G. Waiters **Title:** Dr.

Phone: 215-535-4555 x300 **Fax:** (215) 535-4398

E-mail: waiters@maritimecharter.org

Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.

Name: Eugene Mattioni **Title:** Mr.

Phone: 215-629-1600 **Fax:** (215)923-2227

E-mail: emattioni@mattioni.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Edward Poznek **Title:** Mr.

Phone: 215-535-4555 x302 **Fax:** (215) 535-4398

E-mail: poznek@aol.com

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signature Pages 2011