

**Maritime Academy CS
Federal Programs Parent
Meeting SY 2021-22**

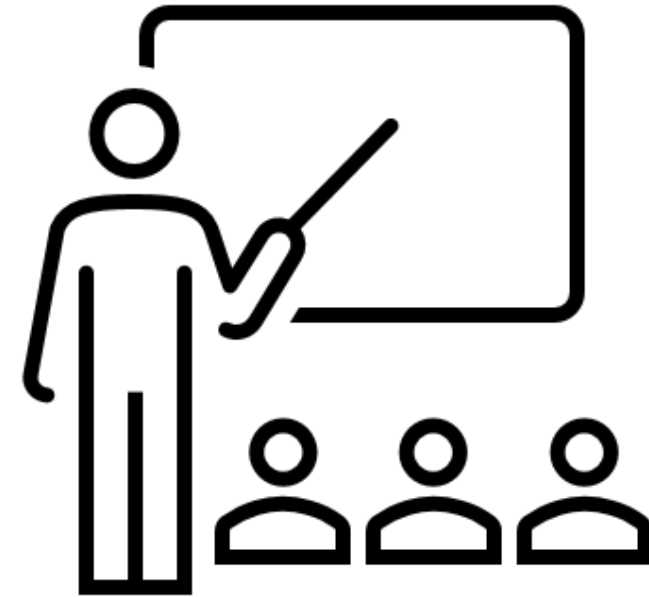
**→ Presented by Dr. Alex Schuh
and Zoe Groff**



March 30, 2022

Agenda and Goals for this Planning Meeting and Process

- Review this year's Federal Programs spending (Title programs and ESSER)
- Review Title I Schoolwide Plan Goals SY2021-2022
- Discuss Title I Plan for next school year SY2022-2023
- Discuss activities to ensure parents feel invited to fully participate in the school
 - ▷ Parents' Rights
 - ▷ Parent Policies
- Discuss how we'll continue to gather opinions on spending priorities
- Parents– Questions and comments
- Meeting Closing and What's next



Maritime Academy Vision Statement



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

What are the Federal Title Programs?



- Title I is a federally funded program under the Every Student Succeeds Act (ESSA) of 2015, formerly the No Child Left Behind Act, 2001.
- It is the largest federal education funding program for schools.
- It provides funding for high poverty schools to help students who are behind academically or at risk of falling behind to meet our state's academic content and performance standards.
- Schools qualify for Title I funds based on economic need.
- The Title I program offers a variety of services for participating schools, which may include additional teachers and support staff, extra time for instruction, a variety of teaching methods and materials, smaller classes and additional training for staff.

The Planning Process

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



Overview of Title Programs and ESSER



- **Title I-** First part of federal ESEA law, which focuses on economically disadvantaged students
- **Title II-** Second part of federal ESEA law, which focuses on supplementing school academics (e.g., professional training)
- **Title III-** Third part of federal ESEA law, which focuses on serving limited English speakers and migrant students
- **Title IV-** Fourth part of federal ESEA law, which focuses on Student support and academic enrichment (SSAE) (e.g., learning technologies, arts education, behavioral and emotional support)
- ESSER Acts (I, II, III)- federal funds enacted to assist the school with reducing the impact of the CoVid pandemic


Current Schoolwide Plan Focus

Math and STEM (Science Technology Engineering Math):

- (1) Improve math curriculum
- (2) Increase student and teacher access to Math Software including Study Island, Dreambox, etc.
- (3) Professional Development and Coaching in Math and STEM
- (4) Increased access to learning technologies (e.g., laptops, remote learning)
- (5) Tutoring, school day and afterschool/summer
- (6) More access to Scientific reasoning and hands-on learning

Parent and Family Engagement:

- (1) Educate parents on student learning tools for Math, English, Science, etc.
- (2) Increase access to learning tools at home (laptops, etc.)
- (3) Hold activities for parents and families based on their expressed interests and needs
- (4) Educate staff on how to work with parents to improve student learning
- (5) Provide activities that support parents, such as social work, counseling, afterschool programs.

Science
+ Math 



Allocating Funding based on identified Areas of Strength and Weakness



- **ELA:** All student groups met their ESSA interim target for two years in a row.
- **Science:** Black, White, and Economically Disadvantaged students met their ESSA interim target for two years in a row.
- **ELA:** Hispanic students met their PSSA/Keystone Proficiency targets.
- **Science/Biology:** Economically Disadvantaged groups met their PSSA/Keystone Proficiency targets.
- **Graduation 2019-2020:** 88.3% graduation rate which is higher than the statewide average.
- **Attendance:** Average daily attendance continues to show improvement each year.
- **Math:** No student groups met their ESSA interim target for two years in a row.
- **Math:** All student groups, Economically Disadvantaged, and Students w/ Disabilities showed a decrease in the % of students achieving proficient/advanced for two years in a row.
- **Science/Biology:** Hispanic, White, and Students w/ Disabilities did not meet their interim targets or statewide goals for % of students achieving proficient/advanced from 2019.
- **Science/Biology:** Students w/ Disabilities showed a decrease in the % of students achieving proficient/advanced for PSSA/Keystone two years in a row.
- **ELA:** Asian students showed a decrease in the % of proficient/advanced for PSSA/Keystone two years in a row.

Current Title I, II, III, IV Spending



Title I: (\$941K): Math Teachers, English Teachers, Guidance Counselors, Parent activities (10K), Curriculum supplements (10K)

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

ESSER I & 2 Budget 2020 to 2024



COMPLETE

ESSER I: (\$580K): Cleaning supplies, Chromebooks, PD on teaching with Tech, Curriculum materials, Assessments, online learning materials

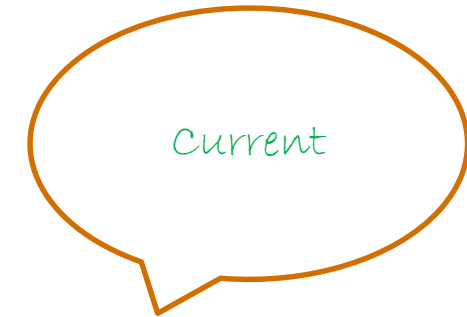
ESSER II: (\$3.3 Million): Cleaning supplies, Learning technologies, curriculum supplies, Staffing (e.g., counselors, social workers, IT), Tutors, Professional Development coaching, Afterschool/summer programs

Current

ESSER III (ARP ESSER) Budget 2020 to 2024



- ESSER III (ARP ESSER): **(\$6.7 Million)**– For Covid Impact Remediation
- Any activities approvable under any federal Title program (Title I, II, etc.) and activities related to remediating effects of CoVid Pandemic (e.g., new HVAC systems, windows, computers, etc.).
- 20% addressed “learning loss” using evidence-based programs.
- Facilities improvements (to reduce CoVid impact/spread, overall health of facilities)
 - ▷ Project: New roof (lower school)
 - ▷ Project: Improved elevators at elementary building
 - ▷ Project: HVAC system upgrades
 - ▷ Project: Kitchen remodels



Priority Areas: Based on Needs Assessment Data

- More Teacher training (e.g., in methods, curriculum, or subject content)
- Improve scores in core subjects (specifically math and science)
- More extracurricular activities (language clubs, music, art etc.)
- More parent training
- More tutors
- More technology
- More partnerships with outside agencies
- More assessments to tailor education to student needs
- More out-of-schooltime opportunities (e.g., summer, afterschool)



Parent Guardian Involvement in Title I Schools

Parent & Family Engagement



- Parents must be a part of developing a written parent involvement policy that distributed to all parents.
- Parents have a right to be involved in the planning and implementation of the parent involvement program in their school.
- Parents can receive materials and training for parents and staff to foster greater parent involvement.
- Parents must have the opportunity to jointly develop, with school staff, a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.
- Parents have the right to know the qualifications of their child's teacher and paraprofessional information on the level of achievement of their child, if their child is being taught by someone who is not "properly credentialed" and will be in that position for 4 or more weeks, the school's parent policy, and have input in the decisions that are in the policy.

Maritime's School and Parent Compact

School-Parent Compacts



“Parents are an integral part of Maritime Academy Charter School as a major contributor to your child’s academic and social achievement. We expect MACHS parents to be learning partners with their children and school partners with the Maritime Academy Charter School staff. Parents are expected to comply with the MACHS guiding principles below.”

School and Parent Compact can be found on Maritime’s website.



Ways You can be Involved

- Attend all guardian teacher conferences
- Attend events
- Volunteer your time at the school
- Talk to your child about school
- Check homework nightly
- Have high expectations for your child
- Expect results – Expect completion of academics for grade level promotion



Discussion: Collecting your Thoughts and Ideas



Parent or student events you would like to see?

- 1.
- 2.
- 3.

Thoughts on strategies or activities that could help meet the needs of students?

- 1.
- 2.
- 3.

Next Steps

- We'll send out additional surveys to our stakeholders regarding:
 - ▶ Student groups who may need additional attention
 - ▶ Thoughts on strategies or activities that could help meet the needs of students
 - ▶ Thoughts on activities to involve parents and families in supporting students and making decisions

Thank you for Participating in the Federal Programs Review and Planning

