



THE MARITIME  
ACADEMY OF  
TOLEDO

ANNUAL REPORT  
2020-2021

Submitted to  
ESC Central Office  
2080 Citygate Drive  
Columbus, OH 43219

By  
Aaron Lusk, Superintendent

September 2021

*Freedom to Succeed*

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## The Maritime Academy of Toledo

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October 19, 2021

Dear Parents/Guardians:

It is with pleasure that I present to you the 2020-2021 Annual Report detailing accomplishments and areas of continued need for the Maritime Academy of Toledo.

The Maritime Academy of Toledo is one of Northwest Ohio's most innovative tuition-free public schools using nautical themes to educate students in grades 6-12. All students, referred to as "cadets," are challenged to achieve academic excellence and leadership skills in preparation for college and the world of work. We strive to become Northwest Ohio's premier career tech center with a personalized learning experience.

Maritime courses of study ensure that students master grade-level standards and complete a high school diploma-based course of study. Differentiated instruction ensures that every Maritime student will experience academic growth in reading, writing, math, science, social studies, art, music, technology, and physical education.

The Academy is committed to ensuring students receive a rigorous, high-quality education which incorporates career education beginning in 7<sup>th</sup> grade. TMAT offers students a challenging Ohio standards-based education that promotes teamwork and moral leadership through maritime/nautical focused themes.

TMAT is committed to ensuring a safe and healthy learning environment through a strict code of conduct. The Academy is also committed to developing strong partnerships with families through a strong parent organization, volunteer program, regular conferences, and intervention strategy meetings.

Signature:



Superintendent

**Our Vision**

It is our vision at the Maritime Academy of Toledo to shape future leaders by developing strong character and innovative minds.

**Our Mission:**

It is our mission to:

develop students with strong character and creativity through hands-on learning.

teach positive character traits including Respect, Accountability, and Discipline

develop skills for college and career readiness.

involve all stakeholders in the educational process.

incorporate nautical/maritime themes into the general education curriculum.

provide innovative and challenging career tech programs.

create a safe and welcoming learning environment.

**Our Values:**

The Maritime Academy of Toledo supports student's interests, strengths, and emerging academic needs using individualized and small group instruction methods and hands-on, life-based learning experiences across the curriculum.

**Our Philosophy:**

WE BELIEVE in the education of the “whole child.”

WE BELIEVE every child is entitled to an education that supports the child's present level of knowledge, skills, and dispositions, and at the same time challenges the child to grow, develop, and learn to his or her maximum potential.

WE BELIEVE all children can learn.

WE BELIEVE good teaching practices support children's emerging interests, strengths, and talents.

WE BELIEVE it is critically important to plan for children's intellectual and personal growth based upon what they already know and can do.

WE BELIEVE in identification of the academic strengths and needs of students in the fifth grade to give them essential support throughout their time at the Maritime Academy.

WE BELIEVE strongly in our character education program “Welcome ABOARD” to teach valuable social skills.

The Maritime Academy of Toledo 803 Water St. Toledo, OH 43604	
Telephone	419-244-9999
Fax	419-244-9898
IRN	000770
Website	<a href="http://www.maritimeacademy.us">www.maritimeacademy.us</a>
Facebook	<a href="https://www.facebook.com/MaritimeAcademyofToledo/">https://www.facebook.com/MaritimeAcademyofToledo/</a>
Inaugural School Year	2006-2007

The Maritime Academy of Toledo Governing Board	
Chairperson	Keith Jordan
Vice Chairperson	James Hartung
Director	Dr. William Davis
Director	Robert Lucas
Director	Jack Sculfort
Treasurer	Tony Swartz
Secretary	Kathy Simpson

The Maritime Academy of Toledo Administration	
Superintendent	Aaron M. Lusk
Treasurer	Tony Swartz
Principal	Amy Hinline
Business Manager	Kathy Simpson

## ASSESSMENTS

The Maritime Academy of Toledo utilizes several assessments to measure the academic proficiency and growth of our students. Utilizing and analyzing data from assessments is a very important part of your child's education as it helps the teachers determine the best methods to teach the content. Below is a summary of each of our assessments used at the Maritime Academy of Toledo.

### **STAR Reading and Math Benchmarking System**

STAR Reading assesses the reading achievement of independent readers from reception to year 13 who have a sight vocabulary of 100 or more words and provides both criterion-referenced and norm-referenced scores. The STAR Reading item bank includes more than 5,000 carefully calibrated, standards-based items. STAR Reading assesses skills in five broad domains. The STAR Reading item bank's thousands of items assess all the skills in the new reading curriculum from reception right through to the end of Key Stage 4. STAR Reading is innovative among reading assessments because it estimates a student's oral reading fluency with high reliability and validity through his or her silent reading. STAR reports fluency as an Estimated Oral Reading Fluency (Est. ORF) score, complete with Est. ORF benchmarks. The Est. ORF benchmarks are consistent with the Hasbrouck and Tindal (2006) fluency benchmarks, which are the standard in the field.

STAR Math assesses the math achievement of students in years 1 to 13. It provides both norm-referenced and criterion-referenced scores. Each test includes questions in four broad domains. The STAR Math item bank includes over 3,400 items that test all the skills in the new math curriculum from reception right through to the end of Key Stage 4.

### **Study Island Benchmarking: Science and Social Studies**

Study Island's Benchmark assessments help students stay on track by:

**Providing educators with four benchmark assessments per subject** for each available grade level to administer at key points throughout the school year.

**Mirroring high-stakes testing environments** with similar student tools, navigation options, and technology-enhanced items that students will see on test day.

**Developing tests from each state's assessment blueprints** and specifications to adequately prepare students for end-of-the-year assessments.

**Reporting comprehensive results in real time** across state reporting categories with detailed information to identify the strengths and weaknesses of individual students.

### **Ohio State Tests:**

State achievement tests tell us how well our students are growing in the knowledge and skills outlined in Ohio's Learning Standards. These tests help guide and strengthen future teaching so we can be sure that we are preparing our students for long-term success in school, college, careers and life. Test results also allow citizens to know how their local schools are performing compared to others around the state.

## Which tests will be given for what grade level?

### GRADES 3-8

	English language arts	Mathematics	Science
<b>Grade 3</b>	✓	✓	
<b>Grade 4</b>	✓	✓	
<b>Grade 5</b>	✓	✓	✓
<b>Grade 6</b>	✓	✓	
<b>Grade 7</b>	✓	✓	
<b>Grade 8</b>	✓	✓	✓

### HIGH SCHOOL COURSES

**Classes of 2018 and beyond** – End-of-course tests in English language arts I and II, algebra I, geometry (or integrated mathematics I and II), biology or physical science (class of 2018 only), American history and American government.

*Note: The Ohio Department of Education has eliminated the English Language Arts I End of Course Test.*

### ACT

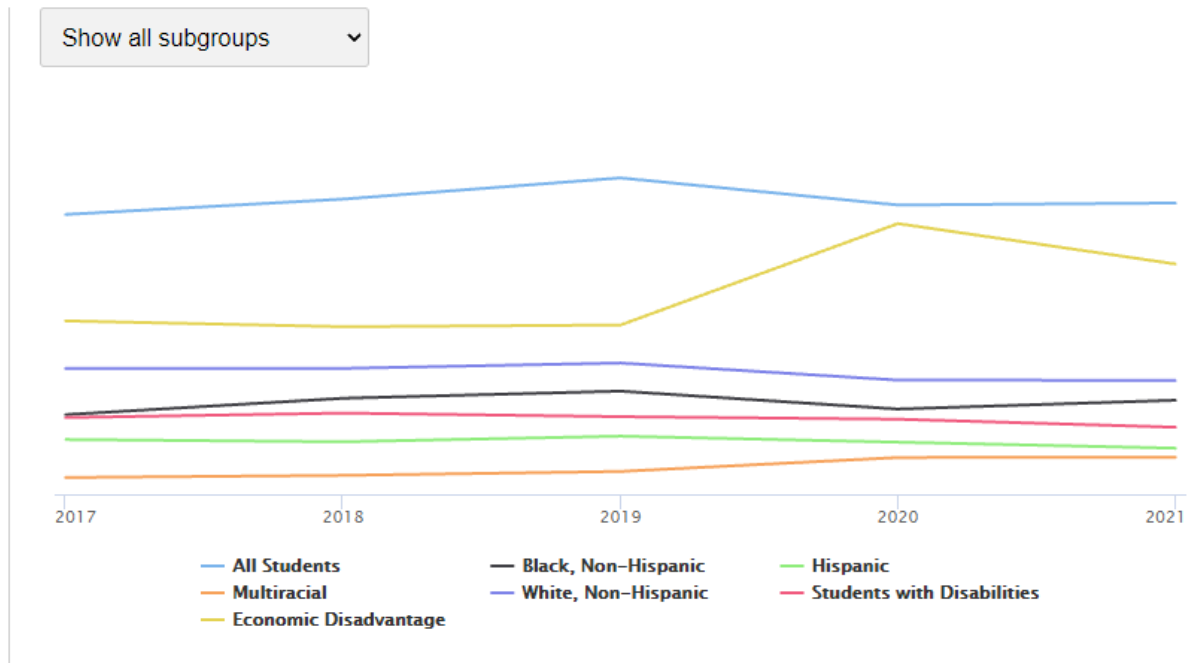
The ACT is a standardized test used for college admissions in the United States. It is currently administered by ACT, a nonprofit organization of the same name. The ACT test covers four academic skill areas: English, mathematics, reading, and science reasoning. It also offers an optional direct writing test. It is accepted by all four-year colleges and universities in the United States as well as more than 225 universities outside of the U.S. All students at the Maritime Academy of Toledo will take the ACT, for free, during their Junior year of High School.

### ASVAB

The Armed Services Vocational Aptitude Battery (ASVAB) is a multiple choice test, administered by the United States Military Entrance Processing Command, used to determine qualification for enlistment in the United States Armed Forces. All Juniors at the Maritime Academy can choose to take the ASVAB test which will give them quality information applicable to any career.

## ENROLLMENT

The Maritime Academy of Toledo prides itself on the diversity of our student body as shown in the table below. As you can see, for the 2019-2020 school year, our students on IEPs was 26% of our student population while our students on free and reduced lunch was 93.6%.

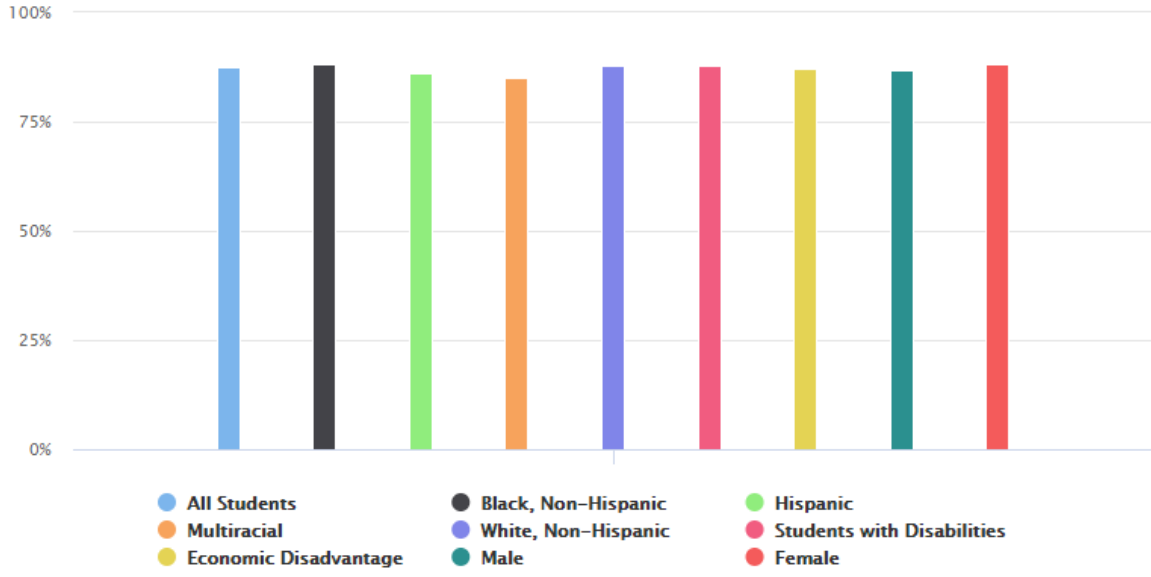


## ATTENDANCE

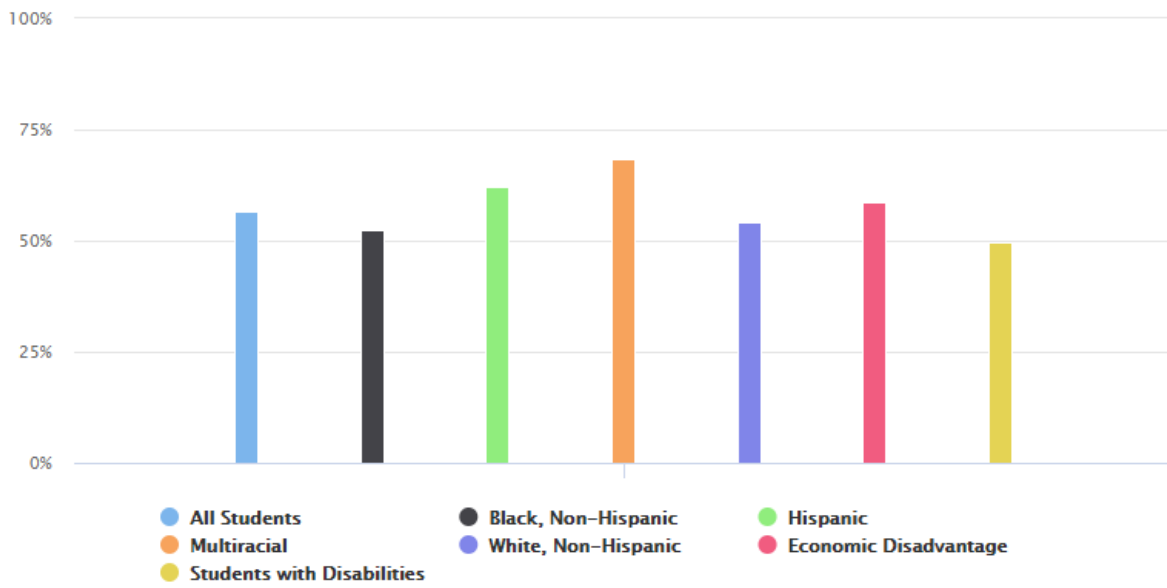
The tables above show the percentage of students who did not attend Maritime Academy for the entire school year which was 19.6%. This makes it difficult to teach consistent curriculum considering so many students move in and out of the school during the year.

Our attendance rate is lower than past years because the State of Ohio began calculating the attendance with hours as opposed to days. We will continue working on getting our students to school on time which accounts for much of the lower rate.





This graph shows attendance rates by subgroup.



CARTE POSTALE

CARTE POSTALE

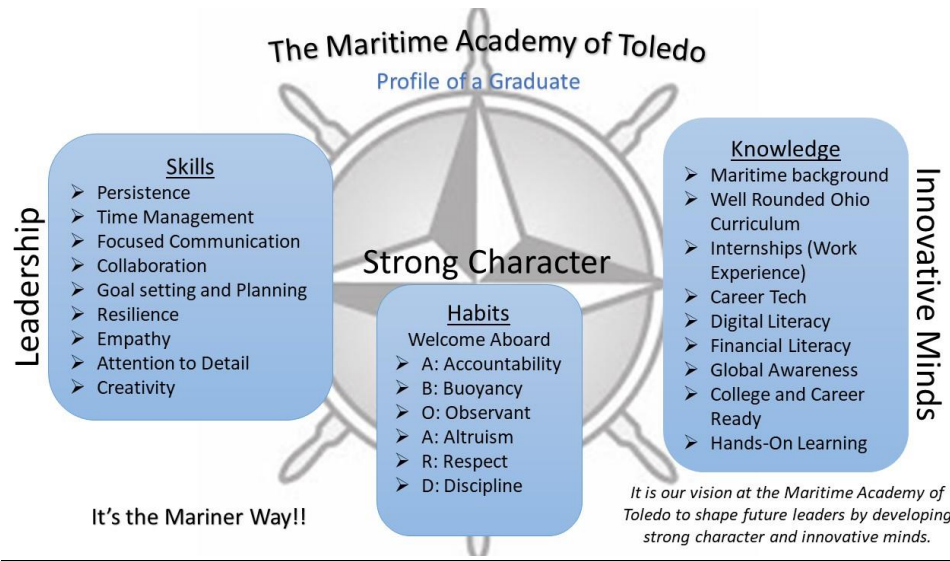
CORRESPONDANCE

ADRESSE

**Section 1:  
Special Accomplishments**

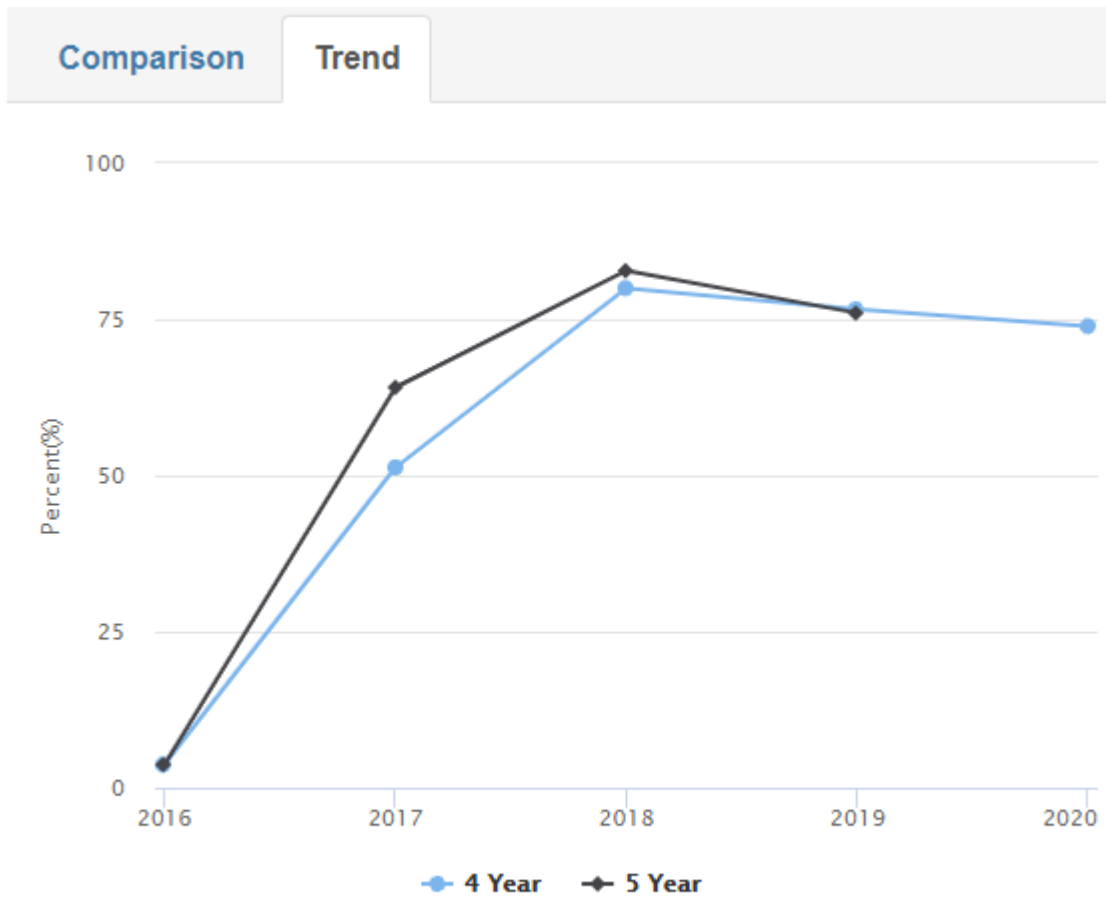
**Contents:**

- A: Why Choose Maritime?**
- B: 2021 Graduates**
- C: Community Partnerships**
- D: Teacher Experience**



The Maritime Academy of Toledo is one of the most unique and innovative tuition-free public schools in the country—integrating nautical/maritime themes and experiences across the curriculum to educate students in grades 6-12. All Maritime Academy students are challenged to achieve academic excellence and develop leadership skills in preparation for college and the world of work. The Academy is one of only a few marine deck, engine, and culinary High School Career Tech Education program in the U.S., graduating students with 20 semester hours of college credit, a passport, Transportation Worker Identification Card, Merchant Marine Credential (Basic Firefighting, Personal Survival Techniques, Personal Safety and Social Responsibility, and CPR/First Aid, making them ready to begin a lucrative career at sea, on tugboats, freighters, barges, oil rigs, and in shipyards. The Academy’s Maritime Career Tech Education Program is the first and only in the State of Ohio and one of the few in the U.S., with its mission is to cultivate a new generation of racially and gender diverse competent, job-ready mariners for the maritime industry. The Culinary Career Tech field prepares students to achieve Pro Start and Serve Safe credentials which provides each one with an advantage in hiring. The Marine Environmental Science program, will allow our graduates to pursue a degree in up to 19 different fields ranging from Marine Biology, Environmental Science, Landfill Management to employment in water and sewage treatment facilities (See Page 34 for a more thorough explanation of our Career Tech Programs.)

2021 Graduates - 44  
 Number of scholarship recipients - 5  
 Maritime Industry Credentials – 1  
 Culinary Industrial Credentials - 2  
 Full Time College/University – 10  
 Military Service – 3  
 Full Time Employment - 31  
 Maritime Employment - 1  
 Culinary Employment – 4  
 Unemployed: 0  
 Data Unavailable: 0



Note: The 5-year graduation rate does not appear in the final year of this graph because the necessary data is not yet available to calculate the 5-year rate for that school year.

## **COMMUNITY PARTNERSHIPS**

To aid in its mission and vision, TMAT has formed dynamic partnerships with the USCG, TACKLE Behavioral services, The National Museum of the Great Lakes, The Lucas County Library, Sea School and the Toledo Port Authority. The school also partners with members of the local community, as well as other marine-related organizations and industries around the world.

Maintained a partnership with Owens Community College to provide college credits for CTE programs: The latest state data had 27.1% of our students receiving at least 3 college credits.

Maintained an international partnership with V-Step, from the Netherlands for software updates on the Class A Full Mission Bridge and 8-Station (16 students) Radar Classroom simulators

Continued a partnership with the Toledo Building Trades and placed another graduate in the carpenters union

Eight cadets sailed on the USS Brig Niagara for three-week internship in the summer, accumulating 120 sailing hours. A five-year partnership with the Niagara has been established.

Hosted several career days attended by various shipping companies, shipping union representatives, military branches, NW Ohio trade organization, environmental science careers, and culinary employment possibilities.

Provided academic assistance afterschool program and virtual summer camps (navigation simulation, boating, swimming, kayaking, boat building, art, test prep, math and language arts tutoring, guitar, physical education, basketball, track, culinary and dance)

We held several career tech education industry advisory committee meetings to advise and guide both Culinary and Maritime Occupations programs.

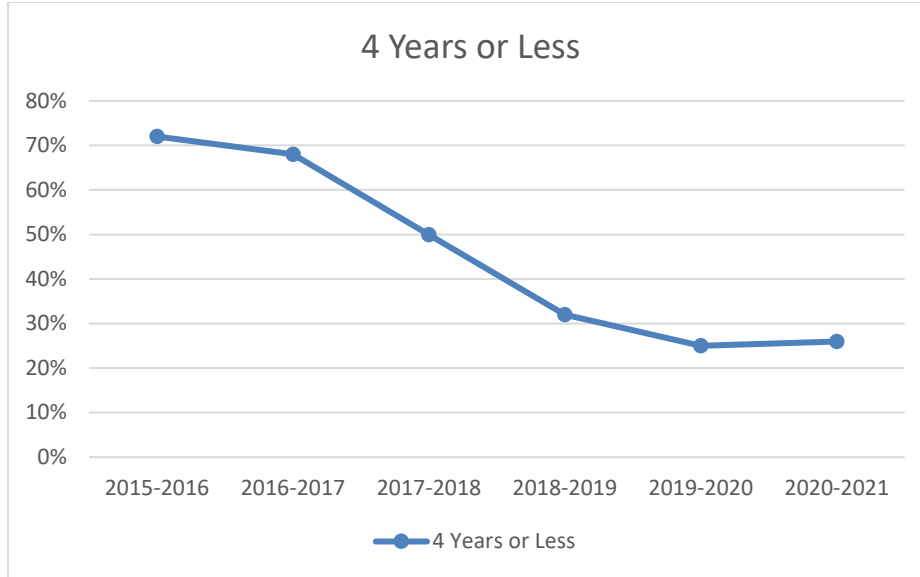
## **TEACHER EXPERIENCE**

The Maritime Academy of Toledo, similar to other Community Schools, has had a high rate of teacher turnover. We have, however, been able to attract qualified candidates with more experience.

Consider the following:

During the 2015-2016 school year 72% of the teachers at the Maritime Academy of Toledo had 4 years or less of experience.

During the 2020-2021 school year 26% of teachers at The Maritime Academy of Toledo had 4 years or less of experience.



## Your School's Teachers

	Your School	Your District
Percentage of teachers with at least a Bachelor's Degree	100.0	
Percentage of teachers with at least a Master's Degree	0.0	
Percentage of inexperienced teachers	26.7	
Percentage of inexperienced principals	100.0	
Percentage of teachers who are not teaching in the subject or field for which the teacher is certified or licensed	0.0	
Percentage of teachers teaching with temporary or conditional credentials	7.1	
Lead or Senior Teachers	0.0	

A district's high poverty schools are those ranked in the top quartile based on the percentage of the district's economically disadvantaged students. Low-poverty schools are those ranked in the bottom quartile based on the percentage of economically disadvantaged students. A district may have buildings in both quartiles, in just one quartile, or in neither quartile.

CARTE POSTALE

CARTE POSTALE

**Section 2:  
Performance and Academic Standards**


**Contents:**

**A: Maritime Improvement Plan  
Goals**





Needs Statements
<p><b>Primary Improvement Area (Section): Professional Capital</b> No Needs Have Been Identified.</p>
<p><b>Primary Improvement Area (Section): Curriculum, Instruction, and Assessment</b></p> <p><b>Priority Need (Group Name): English Language Arts</b> <b>Root Cause(s):</b> After analyzing the data gathered, by the team, we determined that the high percentage of students read below grade level could have an impact on all areas of grade level standards and the effect of performance of students on Ohio state tests and grade level standards. The Maritime Academy of Toledo needs to raise the reading level of students in order to increase reading achievement and proficiency in grade level standards. We acknowledge that students have not been exposed to a wide variety of literature and we have never successfully compensated for this lack of exposure. This lack of exposure has created a variety of abilities and gaps in the classroom and we have not compensated for this or helped to close the gaps. This lack of exposure also creates a diversity in learning abilities and readiness to learn with grade level standards with rigor. The data of our staff experience displays that we have a high number of inexperienced staff who have not developed multiple teaching strategies to address and allow for accessibility to grade level standards. After analyzing vary sources of data the root cause for a low level of reading achievement is that teachers are not trained on how to make rigorous grade level standards accessible to students who are not at grade level. <b>Additional Improvement Areas:</b></p> <p><b>Priority Need (Group Name): Instruction</b> <b>Root Cause(s):</b> We have done a great amount of work to increase student achievement by utilizing evidenced based practices such as teacher clarity and began developing a Maritime mentoring program. We have seen growth in utilizing teacher clarity through walk through data but teacher turnover has caused inconsistency in the instructional program. After conducting a Five Why's analysis the root cause involves the lack of a consistent plan and process for finding quality teachers or a common brand that new teachers will notice. We have not marketed to a diverse demographic candidate pool to match the needs of the student body at the Maritime Academy. This leads to inexperienced or unqualified applicants that lack the understanding necessary for trauma informed instruction. This often leads to choosing unqualified applicants being hired for the position rather than hiring the right person for an open teaching position. It is important that we hire teachers that understand the life experiences of our students in order to provide access to rigorous content, as well as, understand the importance of developing relationships that help promote positive behaviors. This root cause leads to inconsistent instructional strategies that makes rigorous Ohio Learning Standards inaccessible to students in Language Arts and Math. <b>Additional Improvement Areas:</b> Professional Capital</p> <p><b>Priority Need (Group Name): Mathematics</b> <b>Root Cause(s):</b> The analysis of our data included reviewing our STAR scores and Ohio State Test Scores in Math, grades and teacher observations, and data for students with disabilities which led to our needs statement. The Maritime Academy of Toledo needs to improve math achievement for all students with a determination that students, including students with disabilities, are below grade level in math and lack proficiency in mathematical grade level standards and the 8 mathematical practices. After conducting a five why's analysis the team determined that teachers move forward without assessing mastery or begin at a level above the mastery level without providing access of students as the root cause of a lack of mathematical achievement. <b>Additional Improvement Areas:</b> Professional Capital</p>
<p><b>Primary Improvement Area (Section): Fiscal Management</b> No Needs Have Been Identified.</p>
<p><b>Primary Improvement Area (Section): Community and Family Engagement</b> No Needs Have Been Identified.</p>
<p><b>Primary Improvement Area (Section): College and Career Readiness</b></p> <p><b>Priority Need (Group Name): Early Warning System</b> <b>Root Cause(s):</b> The information for the career advising policy and student success plans was not communicated to necessary personnel and therefore no career advising plan was implemented. Therefore the root cause was the lack of any career advising plan, which results in no student success plans being created. <b>Additional Improvement Areas:</b></p> <p><b>Primary Improvement Area (Section): School Climate and Supports</b></p> <p><b>Priority Need (Group Name): Attendance</b> <b>Root Cause(s):</b> After analyzing attendance data we discovered that a majority of the students that have chronic absenteeism are economically disadvantaged. After conducting a five why's analysis we have determined that students with an economical disadvantage have not been provided the proper resources to promote appropriate school attendance because we did not have shared leadership or a transparent organizational structure with built in rewards that encouraged initiative. <b>Additional Improvement Areas:</b> Curriculum, Instruction and Assessment</p> <p><b>Priority Need (Group Name): Safe and Healthy Schools</b> <b>Root Cause(s):</b> The administration was too busy reacting to daily situations instead of planning for proactive systems. We did not have shared leadership or collective teacher efficacy because the organizational structure did not allow for the evaluation of behavior systems with the mental health programs and its impact to student achievement. <b>Additional Improvement Areas:</b></p>

 **1) Curriculum, Instruction, and Assessment**

**SMART Goal:**  
By May 2023 70% of Maritime Academy teachers will score a final summative rating of skilled or above, indicating high quality teaching, on the Ohio teacher evaluation system by implementing the teacher clarity process given a root cause of rigorous standards based instruction not being accessible to students in language arts and math and a baseline of 45% of Maritime teachers scoring skilled or above.

**Student Measure:**  
Maritime Academy students will engage in the formative assessment process and identify their areas of strength and weaknesses with the state standards. The students will have access to assessment and benchmark data quarterly. From this data and a list of standards students will choose 3 "power" standards to focus upon.

**Adult Implementation Measure:**  
100% of the Maritime academic staff will be trained to differentiate the areas of the OTES rubric and complete a self assessment and professional growth plan by November 2020. By May 2023 80% of Maritime teaching staff will be using formative assessment with evidence in the classroom as measured through walkthroughs and through OTES pre and post conferences.

**1.1) Teacher Clarity (Level 1)**

**Description:**  
During the 2019-2020 school year the Maritime Academy of Toledo began the process of Teacher Clarity implementation. When teachers have a deep understanding of what students must know and be able to do, the rate of student learning can double (Hattie, 2012). Teacher clarity leads to greater student clarity, which empowers students to take greater ownership over their learning, goal setting, and proving their learning. This process had begun with basic implementation including compliance (making sure teachers have learning intentions and success criteria presented in class), refinement (developing appropriate learning intentions and success criteria), and professional development (learning about Teacher Clarity and what it looks like in the classroom). This coincides with chapters 1-4 of the Teacher Clarity Playbook focusing upon the basic premise of Teacher Clarity (.75). In order to more effectively implement Teacher Clarity we will implement other evidence based strategies within the Playbook including Formative Evaluation (.48), Micro-Teaching (.88), Feedback (.70), and prior ability (.94). These will not be "standalone" strategies but ultimately will guide our Teacher Clarity process in order develop a learning model that directly effects our root cause of providing access to rigorous standards-based instruction as indicated in the action steps. According to Hattie (2012) and Black & William (2001) formative evaluation refers to any activity used as an assessment of learning progress before or during the learning process itself. In contrast with formative assessment, the summative assessment evaluates what students know or have learned at the end of the teaching, after all is done. This coincides with the root cause of: 1). teachers move forward without assessing mastery or begin at a level above the mastery level without providing access of students as the root cause of a lack of mathematical achievement. 2). teachers are not trained on how to make rigorous grade level standards accessible to students who



are not at grade level or that have the prior knowledge of grade level standards. Utilizing feedback (.70) and corrective procedures, with formative assessment, students can achieve the same level of achievement as students in the top 20% (Bell, Bell, Blank). The strategy of Teacher Clarity (one of Hattie's high impact strategies) was chosen based upon the data from the needs assessment allowing students to access rigorous curriculum.

Link(s) to Needs Assessment:

Effective Instruction, Curriculum/Assessments

#### 1.1.1) Review Teacher Clarity

Description:

A google classroom will be developed to review the first four chapters of the Teacher Clarity Playbook of Learning Intentions, Success Criteria, and Learning Progressions.

Benchmark Indicator

By August 17 2020, The Maritime Academy of Toledo will develop a google classroom encompassing Chapters 1-4 of the Teacher Clarity Process to make a digital learning community of the four chapters.

#### 1.1.2) Revise the Classroom Walkthrough Form

Description:

The administration will review and revise the Classroom Walkthrough Form (Adding Formative Assessment Practices) to collect data which will be used to coach and train teachers in the area of Teacher Clarity. The walkthrough form indicators will align to the OTES 2.0 rubric indicators of lesson delivery and instructional planning. For the first quarter of the 2020-2021 school year we will collect data utilizing the walkthrough form on the review of the teacher clarity strategies and collecting baseline data on formative assessment practices. This baseline data will be utilized to develop Chapter 7 of the Teacher Clarity Playbook Formative Assessment Training. Walkthroughs will be conducted by SST1, the ESC, the Principal and Building Coach, etc. to coincide with the Maritime Academy Teacher Mentoring Program.

Benchmark Indicator

By the first week of school in 2020 school year the walkthrough form will be revised to include the formative assessment practices.

#### 1.1.3) Train staff on Formative Assessment specifically Chapter 7 of the Teacher Clarity Playbook

Description:

According to Hattie (2012) and Black & Wiliam (2001) formative evaluation refers to any activity used as an assessment of learning progress before or during the learning process itself. In contrast with formative assessment, the summative assessment evaluates what students know or have learned at the end of the teaching, after all is done. This coincides with the root cause of: 1). teachers move forward without assessing mastery or begin at a level above the mastery level without providing access of students as the root cause of a lack of mathematical achievement. 2). teachers are not trained on how to make rigorous grade level standards accessible to students who are not at grade level or that have the prior knowledge of grade level standards. Formative assessment is not a standalone process, however. Utilizing feedback (.70) and corrective procedures, with formative assessment, students can achieve the same level of achievement as students in the top 20% (Bellon, Bellon, Blank). Formative assessment will help to identify the needs and then inform instruction for students with disabilities who have been identified, from our one needs assessment, as having an achievement gap in both reading and math. According to STAR data from the most recent test taken, approximately 85% of students with disabilities viewed scored in the "intervention" or "urgent intervention" range. Vocabulary appeared to be a relative strength of all students with special needs. Therefore, our formative assessment process will encompass the areas of feedback (.70), prior ability (.94), formative evaluation (.48), teacher clarity (.75) and MicroTeaching (.88). These strategies will work together and not be implemented separately in order to provide strategies that directly correlate to our root cause of a lack of academic achievement. We will implement this strategy with the following action steps: 1). Provide training on Formative assessment, prior ability, and feedback by September 2020. 2). Walkthrough form will be revised (from previous year) to add formative assessment by September 2020. 3). During pre and post conferences teachers will bring formative assessment data and be coached on proper use of data to inform instruction throughout the 2020-2021 school year. Within the data teachers will determine student success on standards based upon our special populations including students with disabilities, economically disadvantaged, foster or homeless children, neglected and delinquent, English Language Learners, etc. 4). This strategy will relate to teacher clarity and micro-teaching and be one piece in a cohesive model of learning to raise academic achievement throughout the 3 year improvement process.

Benchmark Indicator

On November 11th, 2020 the Maritime staff will be trained on Chapter 7 of the Teacher Clarity Playbook (Formative Assessment) to continue the Teacher Clarity Process.

#### 1.1.4) Develop Administrative Walkthrough Schedule

Description:

The Building Coach and Principal will develop a walkthrough schedule, following a progressive plan, allowing for teachers with less experience (4 years or less/ ineffective or developing on OTES) including a new Maritime Teacher to be observed more frequently than teachers with a professional license (skilled and above on OTES).

Benchmark Indicator

The walkthrough schedule will be developed after the November 11th Formative Assessment training.

#### 1.1.5) Implement Micro-Teaching (.88)

Description:

The Maritime Academy, specifically the Academic Instruction Team, will begin developing structures for micro-teaching (.88 Hattie Effect Size) and video review of lessons providing feedback and developing success criteria and formative assessment for teacher clarity to improve teacher development. This relates to the root cause for a lack of academic achievement when students are not provided access to rigorous content and instruction based upon Ohio Learning Standards. The academic instruction team will meet on a monthly basis to learn Micro-teaching and review 1 lesson cycle of reflection which includes: 1). planning 2). teaching 3). feedback 4). replanning 5). reteaching 6). refeedback This directly aligns to the goal because it provides feedback and support for teachers as it encompasses OTES 2.0 system rubric in the areas of planning, instruction and feedback. It also aligns with teacher clarity in the areas of prior knowledge, lesson delivery, formative assessment, and feedback. Micro-teaching also aligns with our learning model because it forms a professional learning community as it leads to MetaCognition (effect size .60) in the area of teacher clarity.

Benchmark Indicator

Starting in January 2021 the Academic Instruction Team volunteers, guided by the HSTW Consultant, will begin Micro-Teaching practices, to coach and implement schoolwide in 2021-2022.

#### 2) College and Career Readiness

SMART Goal:

By May 2023, The Maritime Academy of Toledo will develop a curriculum within a system of Career Advising, which will include training staff advisors and incorporating parental involvement to increase the graduation rate to 86% or higher.

Student Measure:

Beginning with the 2020-2021 school year 100% of students will meet once a year with the College and Career Readiness Team to assist in developing or reviewing their graduation plan with parents being notified of the process with given approval or request for revisions.

Adult Implementation Measure:

Beginning at the start of the 2020-2021 school year the Career and College Readiness Team will review data for attendance each month and course grades each quarter to develop a list of at risk students to inform tier 1 supports. Given the list of potential At Risk students staff advisors will make contact with students and parents monthly to inform them of their status and gain assistance when developing tier 1 supports.

#### 2.1) Planning and Prediction (Level 1)

Description:

According to Hattie, student and teacher prediction and planning has an effect size of .76 because such strategies help the learner structure his or her thinking so as to plan, set goals and monitor progress, make adjustments, and evaluate the process of learning and the outcomes (Hattie, J., Donoghue, G. Learning strategies: a synthesis and conceptual model. npj Science Learn 1, 16013 (2016). <https://doi.org/10.1038/npjscilearn.2016.13>). Our root cause for the lack of career and college readiness centered around the lack of a career advising plan that would help students and staff learn the success criteria for graduation by identifying at risk students and developing interventions to ensure graduation. At this time, students do not know what success criteria it takes to graduate high school and be prepared for a college or career. We will develop the system to provide explicit systematic instruction on graduation which leads to college and career advising. This plan will lead to three student plans including the graduation plan, attendance plan, and student success plan.

Link(s) to Needs Assessment:

Family/Community Engagement, Well-Rounded Education, Supportive Learning Environment, Systems and Supports

#### 2.1.1) Career Advising Policy Training

Description:

On August 12th, 2020 Maritime staff will receive a training on the Maritime Academy Career Advising Policy. This training will begin the process of live implementation of the career advising policy.

Create Grant Relationship

Create Component Relationship

### 2.1.2) College and Career Readiness Team

#### Description:

The Administration will interview staff members to find a team leader for the College and Career Readiness Team. The team leader will then choose 4 to 5 members each being assigned a different role.

#### Benchmark Indicator

The Team Leader of the College and Career Readiness Team will pick its' members by September 2020.

### 2.1.3) Develop graduation plans and Student Success Plans

#### Description:

The College and Career Readiness Team will develop a template for the Graduation Plan and the Student Success Plan.

#### Benchmark Indicator

By December 22, 2020 The Maritime Academy of Toledo will have Graduation and Student Success plans developed.

### 2.1.4) Identifying At Risk Students

#### Description:

The College and Career Readiness Team will meet monthly to review data concerning attendance and academic to identify which students are determined to be at risk. Students will have to meet both indicators in order to be considered at risk and placed on a success plan.

#### Benchmark Indicator

This action step will be ongoing throughout the 20-21 school year.

### 2.1.5) Systems and Structures for Graduation Plans

#### Description:

In order to create a system for the graduation and student success plans we will enact the following: 1). Procedures on how graduation plans will be developed. 2). A calendar of events concerning the development of graduation plans. 3). Identify two triggers for the student success plan and the policy will get board approved at the July 2020 Board Meeting. 4). Ensure a process for student and parent communication is developed. 5). The entire process will be approved by the Maritime Academy Governing Board.

#### Benchmark Indicator

By Summer of 2021 the Maritime Academy of Toledo will have developed and implemented a system for career advising that coincides with the Maritime Academy Graduation plan policy.

### 3) School Climate and Student Support

#### SMART Goal:

By May 2023, The Maritime Academy of Toledo will develop and implement a multi-tiered system of support with three core shared leadership teams: Environment and Culture (PBIS Leadership), Academic Instruction, and College and Career Readiness; which will meet bi-weekly for a minimum of 60 minutes to create to collective teacher efficacy and increase teacher satisfaction by 10% annually as measured by a survey.

#### Student Measure:

Through collaborative data analysis and discussions, the Environment and Culture Team determined the root cause by recognizing students, who have been identified as economically disadvantaged, do not have the proper resources to promote effective school attendance. Therefore, by May 2023, 93% of Maritime students will attend 6 hours of class or more out of a 6.5 hour day.

#### Adult Implementation Measure:

Each of the three shared leadership teams will develop and implement monthly plans based on the previous month's data and present the plan to the Building Leadership Team one time per month.

### 3.1) Behavioral Intervention Programs (PBIS) (Level 1)

#### Description:

According to John Hattie implementing a behavioral intervention program, such as PBIS has an effect size on student achievement of .62. Creating an environment where students learn social/emotional skills decreases discipline referrals and increases student achievement to more than a year's growth. Developing this type of system creates an environment of belonging and allows students to gain a deeper learning in many facets of achievement. In addition, implementing a system of PBIS develops a tiered system of support where students can learn based upon on their needs as everyone gets what they need as opposed to treating every student the same. This behavior intervention system will also help develop teacher/students relationships (effect size .72) and collective teacher efficacy (effect size 1.58) that will continue a chain reaction of a "model of learning" at the Maritime Academy of Toledo.

#### Link(s) to Needs Assessment:

Family/Community Engagement, Well-Rounded Education, Supportive Learning Environment, Systems and Supports

### 3.1.1) Partner with State Support Team Region 1 and the ESC of Central Ohio

#### Description:

In order to successfully implement the Positive Behavior Supports system we will partner with certified trainers through the SST 1 and the ESC of Central Ohio. The SST1 representative will provide the training while the ESC of Central Ohio representative will coach teachers and staff in proper techniques throughout the school year.

### 3.1.2) Introductory PBIS Training

#### Description:

All staff will be trained in modules 1 (Developing the Leadership Team) and 7 (Data Analysis) in May 2020 and in August 2020 staff will be trained in Modules 4 and 5 (creating and teaching classroom expectations).

### 3.1.3) PBIS Leadership Team

#### Description:

The Maritime Academy of Toledo will create a PBIS Leadership Team to guide implementation of the PBIS system. The leadership team includes teachers, TACKLE Behavioral Health, parents, students, board members, an ESC of Central Ohio representative, and other Maritime staff.

#### Benchmark Indicator

By June 2020 the Maritime Academy of Toledo will choose members of the PBIS Leadership Team and developing a stipend for the members.

### 3.1.4) Developing Behavior Matrix and School Wide Traits

#### Description:

In June 2020 the PBIS Leadership Team will refine our behavior matrix and develop schoolwide positive traits. The behavior matrix will create the expectations for adult and student behavior in each area of the school.

### 3.1.5) Refine and implement the positive recognition system

#### Description:

By August 2020 the PBIS Leadership Team will have reviewed and revised the Maritime Positive Recognition System to reflect the new behavior matrix.

### 3.1.6) Purchase and Implement the SchoolWide Intervention System (SWIS).

#### Description:

For the 2020-2021 school year the Maritime Academy of Toledo will purchase and implement the SchoolWide Intervention System to track positive and negative behavior referrals and interventions.

### 3.1.7) Data Analysis

#### Description:

The PBIS Leadership Team will review and analyze positive and negative behavior data from SWIS and its correlation to attendance and academic achievement as well as reviewing referrals made by staff members on a biweekly basis.

#### Benchmark Indicator

The PBIS Leadership Team will analyze data throughout the 2020-2021 school year.

### 3.1.8) PBIS Survey

#### Description:

In the spring of 2021 the PBIS Leadership team will administer the TIC (Team Intervention Checklist) to parents, students, staff, and other stakeholders to evaluate the success of the PBIS implementation at the Maritime Academy of Toledo. After the initial survey (beginning during the 2021-2022 School Year) the Maritime Academy of Toledo will administer the survey quarterly.

CARTE POSTALE

CARTE POSTALE

CORRESPONDANCE

ADRESSE

**Section 3:  
Methods of Measurement &  
Progress Monitoring**

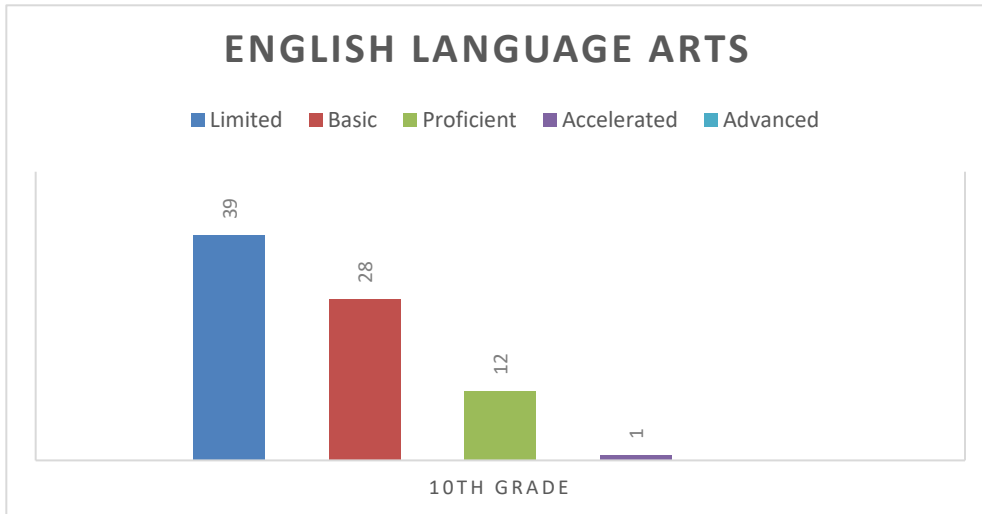
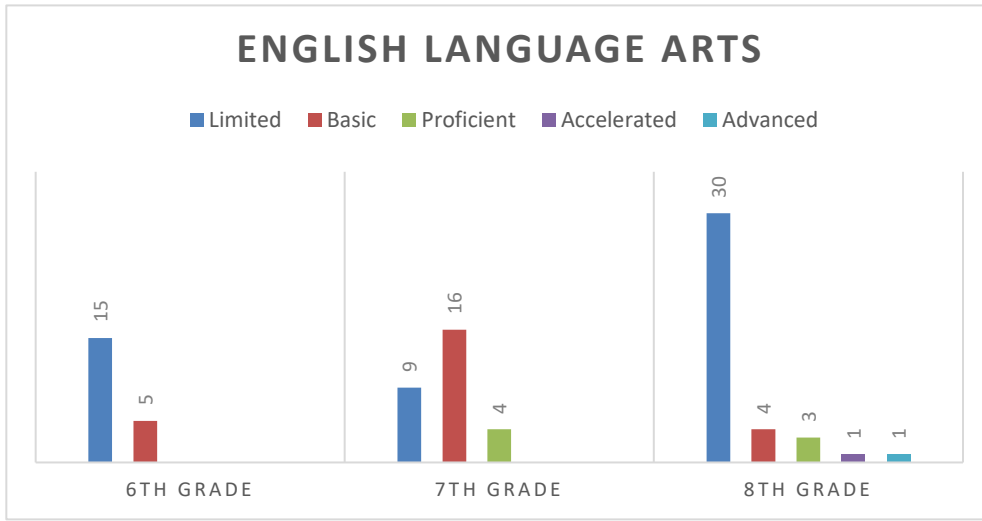
**Contents:**

- A: STAR Test Projections**
- B: State Report Card**
- C: Classroom Walkthrough Data**

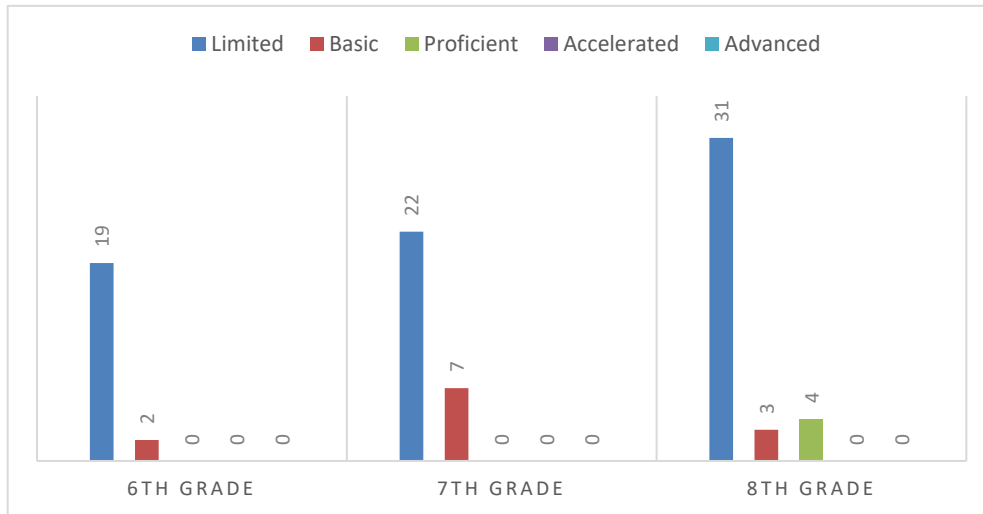


**Academic Achievement**

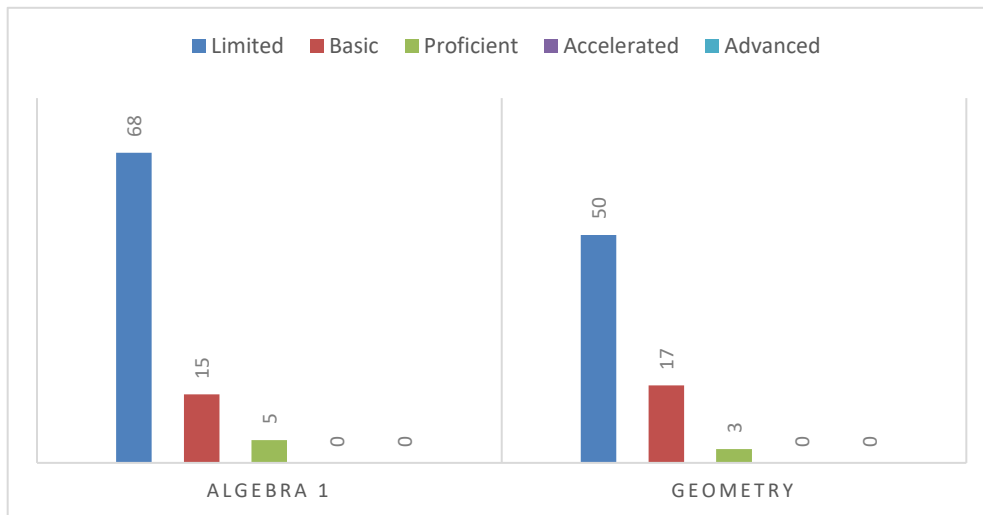
The pandemic has caused a situation where academic achievement



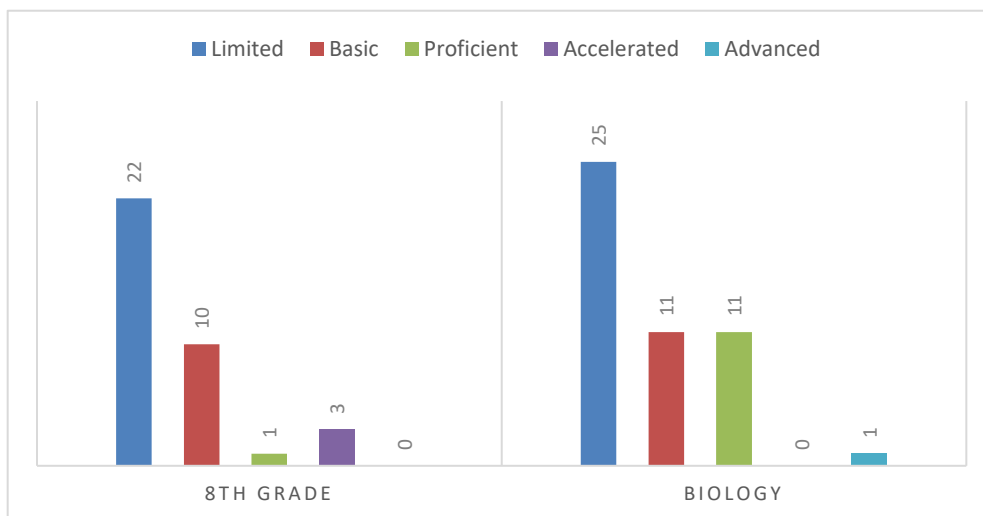
### MATHEMATICS



### MATHEMATICS

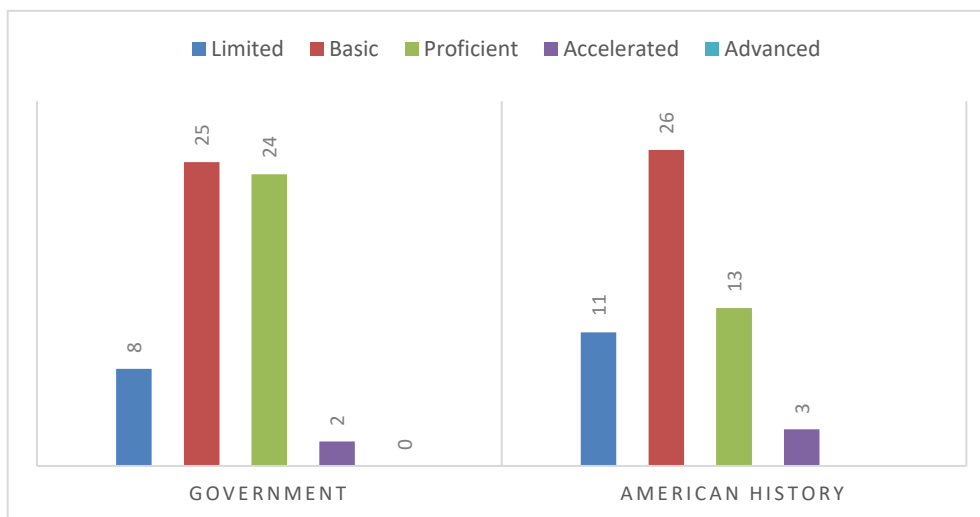


### SCIENCE





### SOCIAL STUDIES



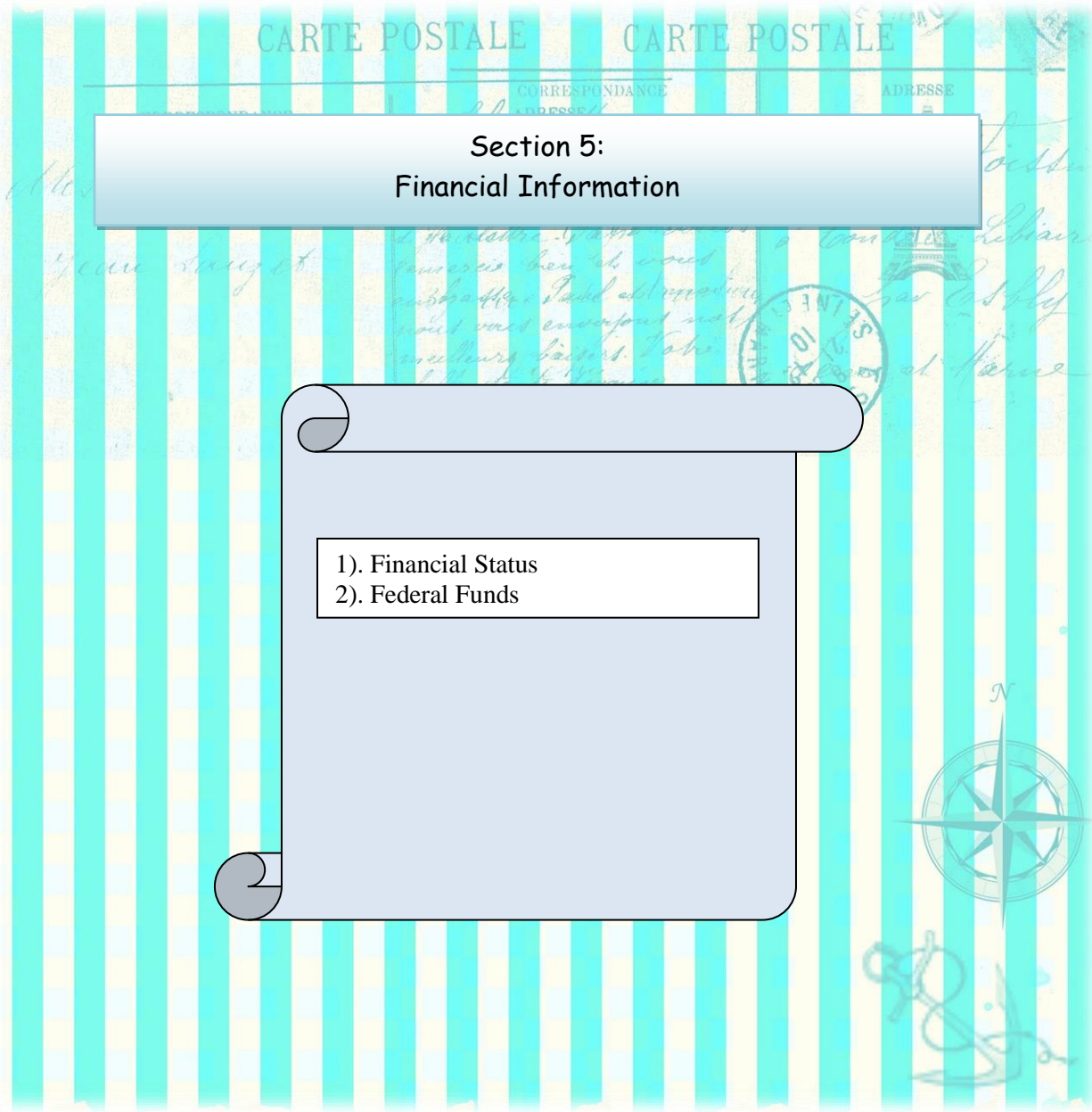
Ohio State Report Card				
Year	2020	2019	2018	2017
Report Card Rating	No Ratings	No State tests	F	N/A
Performance Index Possible 120			57.3/120	56.5
Percent of Proficient Students And Rank				18.7
# Indicators Met			2 out of 18	0 of 18- F
% of Indicators Met			11%	0%
<b>AMO GOALS</b> Academic Progress was met for all groups: SPED, Economic Disadvantaged and Minority Students			67.7% D	N/A
<b>Value Added</b>			F Overall	F Overall High Mobility -C SWD- C Lowest 20%- C
School Improvement			N/A	N/A
ACT Participation			72%	27.4 %
Graduation Rate – 4 Year		76.6%	80% D	Data was incorrect



Graduation Rate – 5 Year		82.8%	64% F	Data was incorrect
Attendance			89%	95%

**TEACHER CLARITY**

In order to provide a strong platform for student achievement The Maritime Academy of Toledo decided with guidance from our Sponsor, The ESC of Central Ohio, to focus solely on the practice of Teacher Clarity. Teacher Clarity is an evidence based strategy focusing on the importance of clearly communicating the intentions of the lessons and the success criteria. Clear learning intentions describe the skills, knowledge, attitudes and values that the student needs to learn. Teachers need to know the goals and success criteria of their lessons, know how well all students in their class are progressing, and know where to go next.



**Section 5:  
Financial Information**

- 1). Financial Status
- 2). Federal Funds

### 2020-2021 Financial Status of the Maritime Academy of Toledo

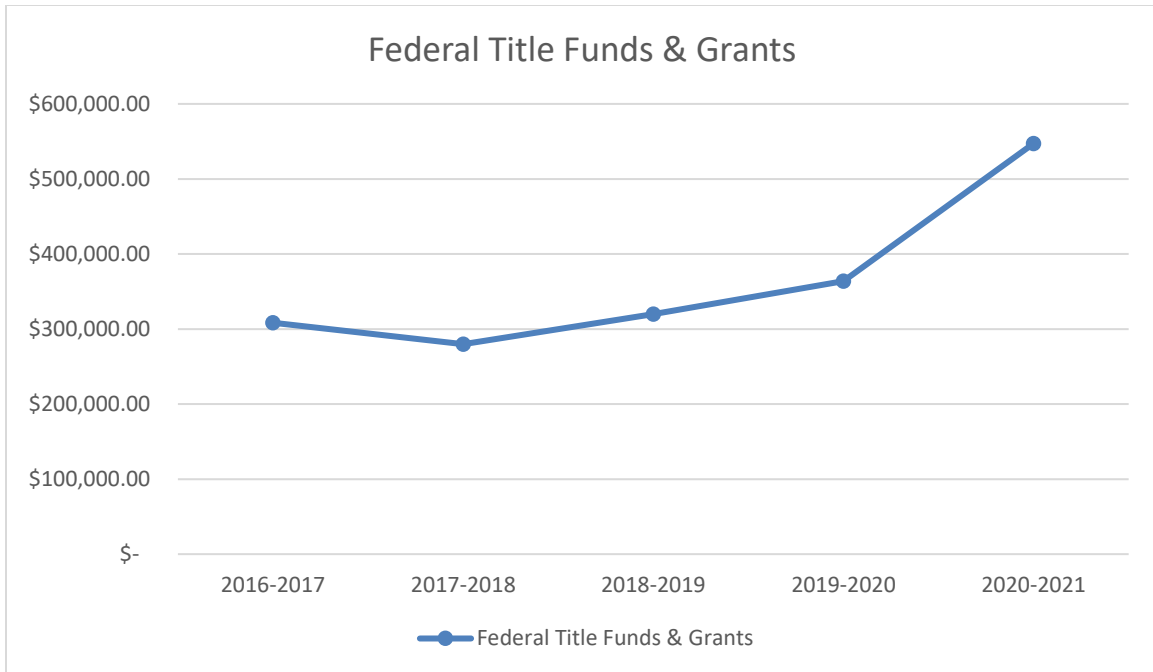
For the 2019-2020 school year the Maritime Academy of Toledo once again earned a clean, “No Findings,” financial audit from the State Auditor’s office. The Maritime Academy has had “Clean Financial Audits” from the state of Ohio every year since 2011.

<b>Funds</b>	<b>Beginning Balance</b>	<b>Ending Balance</b>
General Fund	\$543,578.93	\$1,101,511.20
Permanent Improvement	\$2,500	\$52,500
Food Service	-6,297.52	\$4,304.65
Satin Gavel Scholarship Fund	\$2,700.00	\$5,350.00
Uniform Supply Fund	\$5,032.44	\$4,952.04
Leadership Fund	\$1,280.62	\$1,280.62
Rotary Uniform Fund	\$3,530.54	\$3,530.54
Class Fund	-\$390.92	-\$438.42
Prom Fund	\$1,094.69	\$1,094.69
Student Activities Fund	\$874.10	\$761.03
Cadet Chronicle Fund	\$767.66	\$767.66
Culinary Fund	\$3,172.49	\$3,372.49
Athletic Fund (Basketball)	\$450.36	\$280.12
Tall Ships Fund	\$7,040.00	\$7,040.00

a. Received \$363,789.34 in Federal Title Grants for the 2021 fiscal year:

1) Non-Competitive Title 1	\$15,700.00
2) Title I	\$223,057.18
3) Title II A	\$27,166.81
4) IDEA-B	\$92,764.10
5). Title IV-A	\$15,115.56
6) High Schools That Work (State)	\$6,000
7). ESSER	\$126,483.64
8). BroadBand Connectivity	\$26,145.62
9). CRF	\$14,817.14

Total: \$547,250.05



## Classroom Spending Data

What percent of funds are spent on classroom instruction?  
**58.4%**

School



State



● Classroom Instruction
 ● Non-Classroom Instruction

CARTE POSTALE

CARTE POSTALE

**Section 5:  
Unique Information**

**Contents:**

- A. Parent Advisory Group
- B. High School Academic Pathways
- C. Career Tech Pathways

At the beginning of the 2019-2020 school year the Maritime Academy of Toledo developed a Parent Advisory Council to provide support to the school.

Vision of the Parent Advisory Council:

During the 2019-2020 school year we had developed and implemented a Parent Advisory Council. The vision of the PAC is:

The vision of the Parent Advisory Council (PAC) is to provide advice and input for school improvement, increase parent involvement, and strengthen the educational and social environment of the school so that all students can learn to the fullest potential.

Goals of the Parent Advisory Group
<ul style="list-style-type: none"> <li>• Increase parent involvement</li> <li>• Increase communication</li> <li>• Improve student attendance and achievement by working with other parents               <ul style="list-style-type: none"> <li>• Stay up to date on the operations of the school</li> <li>• Share ideas and suggestions for school improvement</li> <li>• Have a parent liaison for each cohort (6-7, 8-9, 10-12)</li> </ul> </li> </ul>

The Maritime Academy of Toledo had developed 3 academic pathways for high school students. Students pick their pathway at the end of their freshman year which will help guide the rest of their graduation plan.

*Note: Beginning in the 2020-2021 school year students will begin picking their Academic Pathways at the end of their 8<sup>th</sup> grade year.*

Academic Pathways	
College Prep Pathway	1). The College Prep Pathway provides an academically intensive curriculum in preparation for college.  2). Cadets in this pathway should be able to obtain an Academic Honors Diploma. For information see: <a href="http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Honors-Diplomas/Academic-Honors-Diploma">http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Honors-Diplomas/Academic-Honors-Diploma</a> .  3). Cadets must maintain a 3.5 GPA.  4). Cadets failing any class will be disqualified from continuing in the College Prep Pathway.
Career Tech Pathway	1). The Career Tech (CTE) Pathway provides a choice of enrolling in Maritime Occupations, Marine Environmental Science, or Culinary.  2). Cadets in this pathway will graduate high school with credentials in chosen CTE program. (For Example: Culinary students can graduate with ServSafe certification.)

	<p>3). Cadets can graduate with the Ohio Means Job Readiness Seal on their diploma. For information see: <a href="http://education.ohio.gov/Topics/New-Skills-for-Youth/SuccessBound/OhioMeansJobs-Readiness-Seal">http://education.ohio.gov/Topics/New-Skills-for-Youth/SuccessBound/OhioMeansJobs-Readiness-Seal</a>.</p> <p>4). Cadets can graduate with a Career Tech Honors Diploma with hard work and determination. For information see: <a href="http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Honors-Diplomas/Career-Tech-Honors-Diploma">http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Honors-Diplomas/Career-Tech-Honors-Diploma</a>.</p> <p>5). Cadets can only change their Career Tech program choice during their Sophomore Year.</p> <p>6). A requirement of the CTE Pathway are classes at Owens Community College &amp; on the job internships.</p>
Applied Pathway	<p>1). The Applied Pathway provides extra support for Language Arts and Math.</p> <p>2). The majority of the classes will provide hands-on learning when possible.</p> <p>3). This pathway is the best fit for students who plan to obtain a job right after high school.</p> <p>4). Applied Math (Senior Year) is the equivalent of Algebra 2.</p> <p>5). The minimum number of credits to graduate is 22 but must be in required courses.</p>

<b>Maritime Occupations</b>	<p>TMAT was the first Maritime High School in the U.S. to offer a Career Technical Education (CTE) Program in Maritime Occupations. It is a 4 year program with 9<sup>th</sup> graders taking a course called Maritime Skills, learning the basics of various maritime industries and its terminology, as well as having the chance to earn their Ohio Safe Boaters License. Further specialization is offered for 10<sup>th</sup> – 12<sup>th</sup> graders that decide to stay in the CTE program. Deck and Engine fundamentals are equally taught and cadets attend the local community college every Friday to learn welding, small engine repair, electrical and circuitry and diesel engines. This is combined with full semesters of seamanship skills, navigation, ships systems, boat building and other “maritime” core courses. Course work culminates as seniors as they may earn their Coast Guard certified STCW-BST credential. The senior cadets may receive their TWIC cards, US Passports and Merchant Mariner Credentials. This “job ready” approach have assisted several of our cadets in receiving job offers from various Great Lakes shipping companies and others have been admitted into the Great Lakes Maritime Academy, in Traverse City, Mi. Again, the bottom line for</p>
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	<p>that program is opportunity, so the cadets in this program may earn several industry credentials and will graduate “job ready”.</p> <p><u>In School Internship:</u></p> <ul style="list-style-type: none"> <li>• Tall Ship Niagara – intern aboard the brig for a 2 – 3 week total immersion in sail training.             <ul style="list-style-type: none"> <li>- Prerequisites: Must compose various letters and have a letter of recommendation</li> </ul> </li> </ul> <p><u>Post Graduate Apprenticeship Opportunities:</u></p> <ul style="list-style-type: none"> <li>• SIU (Seafarers International Union) – 9 month program for entry level candidates with promise of employment after program completion.             <ul style="list-style-type: none"> <li>- Prerequisites: Must be 18 years or older, have no criminal record, drug free, pass USCG physical</li> </ul> </li> <li>• STAR Center Engineering Tech Program – 24 month program that will advance the individual from entry level to 3<sup>rd</sup> Assistant Licensed Engineer             <ul style="list-style-type: none"> <li>- Prerequisites: Must pass an entry academic and aptitude selection screening, must be 18 years or older, a U.S. citizen, have no criminal record, drug free, pass USCG physical</li> </ul> </li> </ul>
<b>Culinary</b>	<p>The culinary arts program prepares cadets for a career in food service, food management, or hospitality. The cadets earn certificates in ServSafe and ProStart, which will give them precedence in the Culinary industry.</p>
<b>Marine Environmental Science</b>	<p>The Marine Environmental Sciences CTE program is a 3-year program. The program aims to prepare students to either obtain positions in water treatment plants or pursue degrees in environmental science. There are many different careers related to environment science: environmental engineers, wildlife biologists, park rangers, community outreach, environmental law, research, etc. Year 1 focuses on natural resources. Students will take courses at The Source in leadership and supervision. Year 2 is an introduction to environmental sciences. The students will take an OSHA Safety course and an environmental sciences course at Owens. Year 3 is Wildlife Zoology and Fisheries. The students will take an environmental science lab and an environmental law class at Owens. The students will participate in many service projects including Clean Your Stream , Student Watershed Watch, and Get the Lead Out. Students will obtain an OSHA certificate and Ohio EPA approved certificates through OTCO.</p>