THE MARITIME ACADEMY OF TOLEDO

ANNUAL REPORT
2023-2024

Submitted to

ESC Central Office

2080 Citygate Drive

Columbus, OH 43219

By
Aaron Lusk

Superintendent

Freedom to Succeed

Dear Maritime Academy Community,

As we reflect on the 2023-2024 school year, I am filled with gratitude for our dedicated students, staff, and families who have worked tirelessly to create a vibrant and supportive educational environment at The Maritime Academy of Toledo. This past year has been marked by resilience, innovation, and a commitment to our mission of providing a high-quality education that prepares our students for future success.

Throughout the year, we have embraced challenges as opportunities for growth. From enhancing our curriculum, to implementing the Positive Behavior Intervention and Supports (PBIS), we have strived to equip our students with the skills and knowledge they need to thrive in an ever-changing world. Our dedicated educators have gone above and beyond to foster engaging learning experiences, while our support staff has ensured that our school remains a safe and welcoming place for all.

The success of our graduates is a testament to the academy's holistic approach to education. Many alumni have gone on to pursue rewarding careers in maritime fields, engineering, environmental science, and beyond. Others have excelled in higher education, attending prestigious universities with many graduating with honors. The academy's emphasis on leadership, teamwork, and problem-solving equips students with the essential skills they need to thrive in diverse environments.

A significant number of students at The Maritime Academy of Toledo choose to pursue military careers after graduation, reflecting the academy's emphasis on leadership, discipline, and service. The rigorous academic and physical training provided equips students with the skills and resilience necessary for success in the armed forces. Many graduates are drawn to the military not only for the opportunities it presents for personal and professional growth but also for the chance to serve their country and contribute to their communities. The academy's strong focus on teamwork and character development fosters a sense of responsibility and commitment, which resonates deeply with students aspiring to take on leadership roles within the military. This path not only honors their dedication to service but also opens doors to a variety of career options and benefits that support their future endeavors.

This annual report highlights the achievements and initiatives that have defined this academic year. You will find stories of student success, community engagement, and the collaborative efforts of our staff and families. Together, we have made significant strides in promoting academic excellence, character development, and a sense of belonging within our school community.

I will be forever grateful that you have chosen our school and take that responsibility seriously.

Go Mariners!!!!

Sincerely,

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 the mission of the Maritime Academy of Toledo to provide students with rigorous academic pathways, towards college or career, with a personalized learning experience.

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 that helps develop "RAD" Mariners.

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

The Maritime Academy of Toledo Governing Board	
Chairperson	Paul Hubbard
Vice Chairperson	James Hartung
Director	Dr. William Davis
Director	Keith Jordan
Director	Tim Goligoski
Director	Kate Fineske
Director	Joy Goodner
Treasurer	Tony Swartz
Secretary	Kathy Simpson

The Maritime Academy of Toledo Administration	
Superintendent	Aaron M. Lusk
Treasurer	Tony Swartz
Principal	Jacob Lofton
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 teacher 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 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.

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
Grade 3	✓	✓	
Grade 4	✓	✓	
Grade 5	✓	✓	✓
Grade 6	✓	✓	
Grade 7	✓	✓	
Grade 8	✓	✓	✓

HIGH SCHOOL COURSES

Classes of 2023 and beyond - End-of-course tests in English language arts II, algebra I, geometry (or integrated mathematics I and II), biology, American history, and American government.

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. Throughout the 2023-2024 school year, our students on IEPs were 30% of our student population while our students on free and reduced lunch totaled 86.1%.

	Enrollment #	Percent
All Students	233	
American Indian or Alaskan Native	NC	NC
Asian or Pacific Islander	NC	NC
Black, Non-Hispanic	98	42%
Hispanic	49	21.1%
Multiracial	23	9.7%
White, Non-Hispanic	63	27.1%
Students with Disabilities	56	24%
Economic Disadvantage	203	87.2%
Migrant	NC	NC

SCHOOL ATTENDANCE AND MOBILITY

From 2019 to 2024, attendance at The Maritime Academy of Toledo has experienced notable fluctuations, reflecting both local and national factors impacting student engagement and attendance. The period was marked by challenges such as the COVID-19 pandemic, economic instability, and evolving family dynamics, all of which influenced attendance trends at the school. Despite these hurdles, The Maritime Academy has implemented strategies to address chronic absenteeism, and ongoing efforts are now showing promising results.

Historic Trends (2019-2021):

- **2019-2020 School Year:** Before the pandemic, the Academy saw a relatively stable attendance rate, with approximately 85% of students attending regularly. However, the school struggled with a chronic absenteeism rate of about 25%, with certain student subgroups, particularly those facing socio-economic challenges, disproportionately affected.
- **2020-2021 School Year (COVID-19 Impact):** The global pandemic led to significant disruptions. Remote learning became the norm for much of the year, and many students faced difficulties adapting to the virtual format. Attendance rates dropped sharply, with only 70% of students consistently attending virtual classes. Chronic absenteeism surged to nearly 40%, with many students unable to access reliable technology or facing family obligations. In-person learning resumed partially, but the inconsistent schedules further complicated attendance tracking and student engagement.

Continued Difficulty (2021-2023):

- **2021-2022 School Year:** As the pandemic's immediate effects began to wane, the Academy transitioned back to in-person learning, with a focus on re-engaging students. Attendance declined, reaching 65%, with chronic absenteeism remaining high. The school implemented outreach programs to support families facing ongoing challenges, including health concerns, economic difficulties, and transportation issues. Efforts included frequent communication with families, targeted interventions for students, and collaboration with community organizations.
- **2022-2023 School Year:** Significant strides were made to improve attendance during this year but we did not see any significant growth in attendance. With a strong focus on building community partnerships and providing resources for students in need, attendance still fell to 66%. Chronic absenteeism rose to 82%. The school also launched programs to address social-emotional needs, recognizing that many students continued to struggle with post-pandemic stress and disengagement. These programs did not produce the results we were hoping for, however.

Current Trends and Outlook (2023-2024):

- **2023-2024 School Year:** The attendance rate for The Maritime Academy of Toledo had declined significantly during the pandemic and the 2022-2023 school year was no exception. The attendance rate ended at 67.8% but should be within the 80% or 90% range for more appropriate attendance levels. In addition, the Maritime Academy of Toledo had a chronic absenteeism rate of 81.4%. This is significantly higher than the state average of 29%. What this means is that 81.4% of our student population missed at least 10% of the school year. There is no doubt that student attendance must be a priority moving forward in order to increase academic achievement.

- **Moving Forward:** The school's Attendance Committee has set ambitious goals to decrease chronic absenteeism by an additional 10% in the coming years. With a comprehensive approach that includes family engagement, mentorship programs, and addressing barriers like transportation and health care access, the Academy is on track to continue improving its attendance rates. The post-pandemic recovery has shown that targeted support for students and families can yield meaningful results.

- As of 2024, The Maritime Academy hopes to make progress in reducing chronic absenteeism, aiming to bring it down to 3% by the end of the school year. The current daily attendance rate stands at approximately 76% which is about 10% higher than last year. The school has strengthened its focus on early identification of at-risk students, creating intervention teams, and leveraging community resources. There is also increased emphasis on positive reinforcement through attendance rewards and recognition.

	Chronic Absenteeism Rate
All Students	80.1 %
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	78.5 %
Hispanic	72.1 %
Multiracial	91.1 %
White, Non-Hispanic	84.9 %
Economic Disadvantage	79.1 %
Students with Disabilities	78.9 %

The tables below shows the percentage of students who did not attend Maritime Academy for the entire school year which was 28% up from 27.4% the previous year. This makes it difficult to teach consistent curriculum considering so many students move in and out of the school during the year. In addition, 26.7% of our students with disabilities were not at The Maritime Academy for the entire school year.

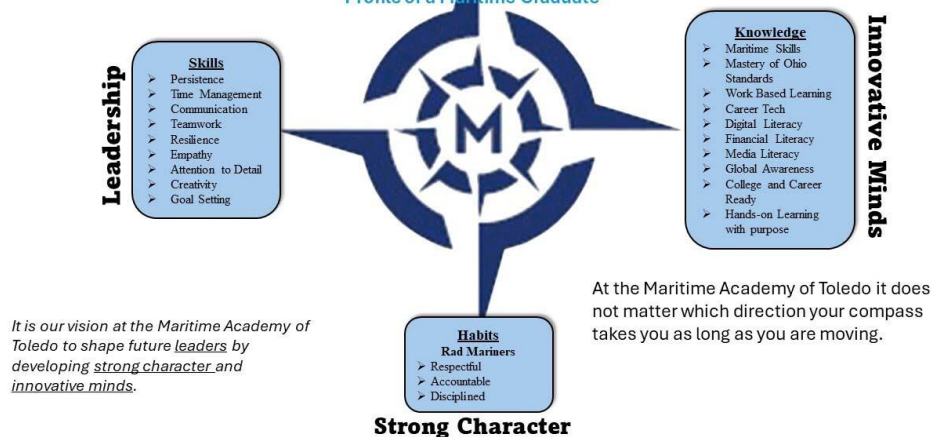|	District Mobility
All Students	23.9%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	28.8%
Hispanic	22%
Multiracial	11.5%
White, Non-Hispanic	21.3%
Students with Disabilities	20.9%
Economic Disadvantage	17.4%
Migrant	NC

Section 1:
Special Accomplishments

Contents:

A: Why Choose Maritime?
B: 2024 Graduates
C: Community Partnerships
D: Teacher Experience

The Maritime Academy of Toledo

Profile of a Maritime Graduate

Leadership

Skills
- Persistence
- Time Management
- Communication
- Teamwork
- Resilience
- Empathy
- Attention to Detail
- Creativity
- Goal Setting

Knowledge
- Maritime Skills
- Mastery of Ohio Standards
- Work Based Learning
- Career Tech
- Digital Literacy
- Financial Literacy
- Media Literacy
- Global Awareness
- College and Career Ready
- Hands-on Learning with purpose

Innovative Minds

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

Habits
Rad Mariners
- Respectful
- Accountable
- Disciplined

At the Maritime Academy of Toledo it does not matter which direction your compass takes you as long as you are moving.

Strong Character

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., students have the opportunity to graduate 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.)

2024 Graduates

Graduation

The Graduation Component is a measure of the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate.

| Graduation Component | Graduation Component Details | Comparison and Trends | Non-Graduate Data |

Graduation Component

The Graduation Component Rating is assigned based on the weighted graduation rate. The weighted graduation rate combines the four- and five-year graduation rates into a single rate. When a school or district has both a four- and five-year rate, the four-year rate is weighted at 60% and the five-year rate is weighted at 40%.

64.4%

Measure	Measure Percentage		Weight of Measure		Weighted Percentage
4-Year Graduation Rate	52.8%	X	60%	=	31.7%
5-Year Graduation Rate	81.8%	X	40%	=	32.7%
Weighted Graduation Rate					**64.4%**

On the state report card the graduation rate is always a year behind so the rates shown here are from 2022 & 2023 with our 2023 graduation rate being extremely low due to a myriad of reasons. The class of 2024, after creating new systems and procedures had a graduation rate of 97% for all enrolled students. Adding the previous non-graduates, that belong to that cohort, lowers the rate to about 86%. With the current systems in place, however, our graduation rate continues to trend upwards. Our goal is to have above 90% each year.

2024 Graduates -
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

COMMUNITY PARTNERSHIPS

To aid in its mission and vision, TMAT has formed dynamic partnerships with the City of Toledo, The National Museum of the Great Lakes 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.

1). Maintained a partnership with Owens Community College to provide college credits
for CTE programs.
2). 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
3). Continued a partnership with the Toledo Building Trades.
4). Developed a partnership with the City of Toledo with the School Based Save our Community
program and became the only community school to have interrupters in our school.
5). 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.
6). 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)
7). We held several career tech education industry advisory committee meetings to advise and
guide both Culinary and Maritime Occupations programs.
8). Began a partnership with the Juice 107.3 to highlight students and teachers on the radio as a
form of recognition.

TEACHER EXPERIENCE

The Maritime Academy of Toledo has had a high rate of teacher turnover since the pandemic.

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.

During the 2021-2022 school year 46.7% of the teachers at The Maritime Academy of Toledo had 4 years or less of experience. A nationwide teacher shortage has affected the makeup of the staff at The Maritime Academy.

4 YEARS OR LESS

—— 4 Years or Less

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
4 Years or Less	72%	68%	50%	32%	25%	26%	47%	78.00%	72.00%
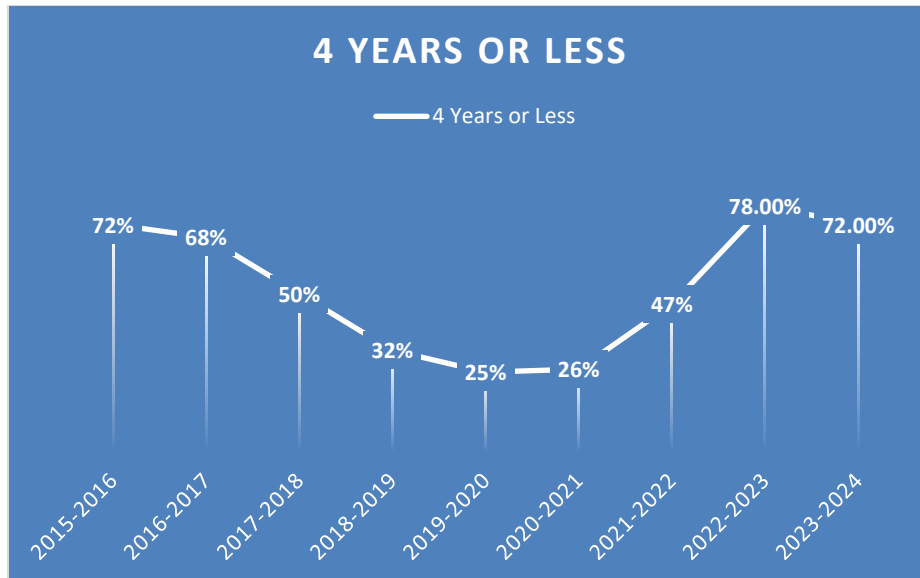
Educators in your School

	Number of Educators	State Avg Students per Educator
General Education Teachers	9.0	21.0
Career-Technical Teachers	1.0	853.0
Special Education Teachers	1.0	73.0
Paraprofessionals	0.0	121.0
Gifted Intervention Specialists	0.0	1,779.0
Fine Arts Teachers	1.0	373.0
Music Teachers	0.0	401.0
Physical Education Teachers	0.0	378.0
ELL Specialists	0.0	2,056.0

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	9.1	
Percentage of inexperienced teachers (2 Years or less of experience)	27.3	
Percentage of inexperienced principals (2 Years or less of experience)	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	0.0	
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.

Section 2:
Performance and Academic Standards

Plan Information

1. Goal #1 of 3

    1. Root Cause Analysis

        In December 2021 the Maritime Academy of Toledo had a turnover of 20% of our academic staff and replaced 7 academic staff members with 8 new staff members. With these 8 new academic staff members 88% of these staff members have long term substitute licenses in areas other than what they are teaching. With these changes the academic improvement plans had to start over because less than 50% of the teachers had curriculum maps at the beginning of the 2021-2022 school year. Additionally, at the start of the 2021-2022 50% of the teachers were new, at Maritime, and did not have curriculum maps. Here at The Maritime Academy of Toledo, we need to have both vertical and horizontal learning alignment, across both grades and content areas. This alignment should focus on informational text and higher depth of knowledge questioning strategies. It is important that we allow teachers the time to plan and monitor curriculum in order to allow students to excel through progressive content in the English classroom.

    2. SMART Goal Statement

        By **06/30/2025** we will improve the performance of **All Students**, **All Grades** students at/in **Maritime Academy of Toledo, The** to **increase 40.00 SGP** in **Informational Text, leading to improved annual grad rates** using **District Short Cycle Assessments**.

    3. Student Measures

        1. Student Measure #1

            Every **Quarter**, **Informational Text - District Short Cycle Assessments** of **All Students** will be monitored by **Staff**, with an overall improvement of **increase 40.00 SGP** by the end of the plan.

05/31/202503/31/202512/31/202410/31/202405/31/202403/31/202412
/31/202310/31/202305/31/202303/31/202312/31/202210/31/2022

    4. Strategies and Actions

        1. Strategy #1: Curriculum, Instruction and Assessment

            1. Strategy Level: Level 1

2. Description:

Teacher Clarity: Teacher clarity relates to organization, explanation, examples and guided practice, and assessment of student learning. It can involve clearly communicating the intentions of the lessons and the success criteria. According to Hattie, teacher clarity is the ability to name all of one's planning steps about goals, content, methods and media and using examples to explain them to students. Before instruction can begin, the teacher must articulate success criteria for achievement to students (Hattie, 2018, p. 62). To successfully provide clarity during instruction, teachers must have a deep understanding of what they are teaching and why, how to provide effective instruction through explicit delivery of content, and what successful learning looks like for different learners. It is important to note that these elements begin with explicit and thoughtful planning.

3. Embedded Plan Requirement(s):

   - This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.
   - This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.

4. Action Steps

   1. Start Action Step: 2023, End Action Step: 07/01/2022

      Develop onboarding system for all new staff and teachers to teach the Maritime Way.

      Participant(s):

         - Building Leadership
         - Principals
         - Staff
         - Teachers

   2. Start Action Step: 2023, End Action Step: 06/30/2025

      Staff surveys (Developed by the Building Leadership Team) will be conducted each quarter to determine Teacher Clarity implementation success and staff buy in.

      Participant(s):

- Building Leadership Teams
- Building Leadership
- Principals

3. Start Action Step: 2023, End Action Step: 08/12/2022

All NEW teachers and staff will be trained on chapters 1-4 of the Teacher Clarity Playbook.

Participant(s):

- Building Leadership Teams
- Building Leadership
- Principals
- Teachers

4. Start Action Step: 2023, End Action Step: 08/12/2022

Review and Revise Curriculum Maps (Start: ELA/Social Studies, then Math & Science) to ensure curriculum and assessments are aligned to Ohio Learning Standards

Participant(s):

- Instructional Coaches
- Building Leadership Teams
- Building Leadership
- Principals
- Teachers

5. Start Action Step: 2023, End Action Step: 12/16/2022

Utilizing the Teacher Clarity Playbook the Teacher Clarity Building Leadership Team will help teachers create effective formative assessments that align to standards

Participant(s):

- Building Leadership Teams
- Teacher-Based Teams
- Building Leadership
- Principals
- Staff
- Teachers

6. Start Action Step: 2023, End Action Step: 05/26/2023

Throughout the 22-23 school year administration staff will conduct walkthroughs to determine the implementation success of the Teacher Clarity Process.

Participant(s):

- Building Leadership Teams
- Teacher-Based Teams
- Building Leadership
- Principals
- Staff
- Teachers

7. Start Action Step: 2024, End Action Step: 06/30/2025

By 1/15/2025 utilizing walkthrough data from the previous year staff will be individually trained in implementing success criteria and how to align the criteria with formative and summative assessments.

Participant(s):

- Building Leadership Teams
- Building Leadership
- Principals
- Teachers

8. Start Action Step: 2024, End Action Step: 06/30/2025

Throughout the 23-24 school year the principals will conduct walkthroughs and provide feedback on the integrity of implementation of Teacher Clarity.

Participant(s):

- Building Leadership Teams
- Building Leadership
- Principals
- Teachers

9. Start Action Step: 2024, End Action Step: 05/31/2024

Utilizing the Teacher Clarity Process teachers will use formative assessment to drive instruction.

Participant(s):

- Building Leadership Teams

- Building Leadership
- Principals
- Teachers

10. Start Action Step: 2024, End Action Step: 06/30/2025

Utilizing the Teacher Clarity Process teachers will align their assessments to the standards and make sure that the assessments have high level of DOK levels.

Participant(s):

- Building Leadership Teams
- Building Leadership
- Principals
- Teachers

11. Start Action Step: 2024, End Action Step: 08/11/2023

All teachers will be given professional development on how to incorporate informational text in their classrooms.

Participant(s):

- Building Leadership
- Principals
- Teachers

12. Start Action Step: 2025, End Action Step: 05/30/2025

Create evaluation team for implementation and determining effectiveness.

Participant(s):

- Building Leadership Teams
- Building Leadership
- District Administration
- Teachers
- Staff
- Principals

13. Start Action Step: 2025, End Action Step: 05/30/2025

Professional Learning Communities (PLCs), with BLT support, will learn to implement their chosen evidence-based strategy as it is intended.

Participant(s):

- Teachers
- Staff
- Principals
- Building Leadership
- Teacher-Based Teams
- Building Leadership Teams

5. Adult Measures

    1. Adult Measure #1

        - Curriculum, Instruction and Assessment

        Every **Semester**, **Evidence of informational text strategies - Walkthrough Data** of **All Staff** will be monitored by **Principal**, with an overall improvement of **increase 80.00 %** by the end of the plan.

        | 06/01/202501/01/2025 |

6. Funding Sources

    1. FY 2023

        Develop onboarding system for all new staff and teachers to teach the Maritime Way.

        | General Fund |

    2. FY 2023

        All NEW teachers and staff will be trained on chapters 1-4 of the Teacher Clarity Playbook.

        | General Fund Title II-A Supporting Effective Instruction |

    3. FY 2023

        Review and Revise Curriculum Maps (Start: ELA/Social Studies, then Math & Science) to ensure curriculum and assessments are aligned to Ohio Learning Standards

> General Fund Title II-A Supporting Effective Instruction

4. FY 2023

   Utilizing the Teacher Clarity Playbook the Teacher Clarity Building Leadership Team will help teachers create effective formative assessments that align to standards

   > General Fund

5. FY 2023

   Throughout the 22-23 school year administration staff will conduct walkthroughs to determine the implementation success of the Teacher Clarity Process.

   > General Fund

6. FY 2023,2024,2025

   Staff surveys (Developed by the Building Leadership Team) will be conducted each quarter to determine Teacher Clarity implementation success and staff buy in.

   > General Fund

7. FY 2024

   Utilizing the Teacher Clarity Process teachers will use formative assessment to drive instruction.

   > General Fund

8. FY 2024

   All teachers will be given professional development on how to incorporate informational text in their classrooms.

   > General Fund

9. FY 2024,2025

   By 1/15/2025 utilizing walkthrough data from the previous year staff will be individually trained in implementing success criteria and how to align the criteria with formative and summative assessments.

   General Fund Title II-A Supporting Effective Instruction

10. FY 2024,2025

    Throughout the 23-24 school year the principals will conduct walkthroughs and provide feedback on the integrity of implementation of Teacher Clarity.

    General Fund

11. FY 2024,2025

    Utilizing the Teacher Clarity Process teachers will align their assessments to the standards and make sure that the assessments have high level of DOK levels.

    General Fund

12. FY 2025

    Create evaluation team for implementation and determining effectiveness.

    General Fund

13. FY 2025

    Professional Learning Communities (PLCs), with BLT support, will learn to implement their chosen evidence-based strategy as it is intended.

    General Fund

2. Goal #2 of 3

   1. Root Cause Analysis

Based on data including the records review in December 2021 there was clear evidence that progress monitoring and specialized instruction was not taking place in the general education classroom or elsewhere. In January 2022 8 IEPs and 9 ETRs were out of compliance with federal law after a full records review was conducted by our sponsor The ESC of Central Ohio. There was no one that understood the importance of progress monitoring in the special education department. Therefore, the root cause of a lack of achievement for students with special needs is because there was no defined system which would include a policy and procedures manual about what data gets reported by special education staff to inform instruction in the general education classroom.

2. SMART Goal Statement

By **05/26/2026** we will improve the performance of **Students with Disabilities**, **6th-12th** students at/in **Maritime Academy of Toledo, The** to **increase 10.00 %** in **Math** using **special education profile**.

3. Student Measures

    1. Student Measure #1

       Every **Quarter**, **Math - District Short Cycle Assessments** of **Students with Disabilities** will be monitored by **Intervention Specialists**, with an overall improvement of **increase 40.00 SGP** by the end of the plan.

       | 10/31/202212/31/202203/31/202305/31/202310/31/202312/31/202303 |
       | /31/202405/31/202410/31/202412/31/202403/31/202505/31/2025 |

4. Strategies and Actions

    1. Strategy #1: Curriculum, Instruction and Assessment

        1. Strategy Level: Level 4

        2. Description:

           Multi-Tiered System of Support (Academic)

           MTSS is a framework many schools use to provide targeted support to struggling students. The goal of MTSS is to intervene early so students can catch up with their peers. It screens all students and aims to address academic and behavior challenges.

MTSS assists:

Promoting school participation in the focus to align the entire system of initiatives, supports, and resources
Relying on a problem-solving systems process and method to identify problems, develop interventions, and evaluate the effectiveness of the intervention in a multi-tiered system of service delivery
Transforming the way schools provide support and setting higher expectations for all students through intentional integration of instruction and intervention services and supports so that systemic changes are sustainable and based on standards-aligned classroom instruction
Endorsing Universal Design for Learning instructional strategies so that all students have opportunities for learning through differentiated content (i.e., teachers reacting responsively to a learner's needs), processes, and products
Challenging all school staff to change the way in which they have traditionally worked both in and out of the classroom
Using schoolwide and classroom research-based positive behavioral supports for achieving important social and learning outcomes
Supporting high-quality standards and research-based, culturally and linguistically relevant instruction with the belief that every student can learn and excel, including students of poverty, those who are gifted and high achievers, students with disabilities, English learners, and students from all ethnicities evident in the school and cultures
Integrating a data collection and assessment system including universal screening, diagnostics, and progress monitoring, to inform decisions appropriate for all students
Implementing a collaborative approach to analyze student data and work together in the intervention process

3. Embedded Plan Requirement(s):

   - This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.
   - This strategy addresses the district improvement requirement for addressing the specific needs of priority or focus in buildings in the LEA Plan ESEA Section 1111.

4. Action Steps

1. Start Action Step: 2023, End Action Step: 12/15/2023

   To create a dynamic system of academic support by December 2023 the Building leadership team will determine what data is used, considering formative, summative, state and/or STAR benchmark.

   Participant(s):

   - Instructional Coaches
   - Building Leadership Teams
   - Building Leadership
   - Principals

2. Start Action Step: 2023, End Action Step: 06/28/2024

   Determine who the co-planning teams are, what they are discussing and identify their next steps.

   Participant(s):

   - Instructional Coaches
   - Building Leadership Teams
   - Building Leadership
   - Principals
   - District Administration

3. Start Action Step: 2023, End Action Step:

   Develop or provide resources and tools for teams to use in data collection, data analysis and subsequent next steps.

   Participant(s):

   - Instructional Coaches
   - Building Leadership
   - Principals
   - District Administration

4. Start Action Step: 2024, End Action Step: 06/30/2025

   By June of 2025 100% of 6th-9th grade teachers will be trained and utilizing a multi-tiered system of support.

   Participant(s):

   - Instructional Coaches

- Building Leadership Teams
- Building Leadership
- Principals
- Teachers

5. Start Action Step: 2024, End Action Step: 05/30/2025

   By May, 2025 all teachers in grades 6-12 will be trained and utilize a multi-tiered system of support.

   Participant(s):

   - Instructional Coaches
   - Building Leadership Teams
   - Building Leadership
   - Principals
   - District Administration

6. Start Action Step: 2024, End Action Step: 07/31/2025

   Throughout the 25-26 school year the Principals will conduct walkthroughs and utilize the data to determine the efficacy of the system and academic growth.

   Participant(s):

7. Start Action Step: 2024, End Action Step: 06/30/2025

   Instructional staff and administrators will receive on-going job-embedded training.

   Participant(s):

   - Instructional Coaches
   - Building Leadership Teams
   - Building Leadership
   - Principals

2. Strategy #2: School Climate and Supports

   1. Strategy Level: Level 1

   2. Description:

      A universal, school-wide prevention strategy aimed at reducing behavior problems that lead to office discipline referrals and suspensions, and change perceptions of school safety. Students in the SWPBIS schools received significantly fewer school suspensions than students in schools that did not receive

SWPBIS training. Perceptions of safety improved in the schools that implemented SWPBIS, but declined in the schools that did not implement SWPBIS.

3. Embedded Plan Requirement(s):

   - This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.
   - This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.
   - This strategy addresses the district improvement requirement for addressing the specific needs of priority or focus in buildings in the LEA Plan ESEA Section 1111.

4. Action Steps

   1. Start Action Step: 2023, End Action Step: 08/11/2023

      Renew apps such as PBIS Rewards and SWIS by the beginning of September.

      Participant(s):

      - Positive Behavior Intervention Support Team
      - Instructional Coaches
      - Building Leadership Teams
      - Building Leadership
      - Principals

   2. Start Action Step: 2023, End Action Step: 08/18/2023

      Staff training for PBIS team for new and returning staff in August.

      Participant(s):

      - Principals
      - Building Leadership
      - Building Leadership Teams
      - Positive Behavior Intervention Support Team

   3. Start Action Step: 2023, End Action Step: 08/18/2023

      Create staff incentives for teaching PBIS lessons and acknowledgements throughout the school year Communicate meeting notes to the rest of the staff during monthly BLT share-outs and bi-weekly staff

meetings Staff survey to determine consistency amongst staff.

Participant(s):

- Principals
- Building Leadership
- Building Leadership Teams
- Instructional Coaches

4. Start Action Step: 2023, End Action Step: 08/18/2023

Plan and implement new teacher training and orientation Plan for student orientation and Open House parent night

Participant(s):

- Positive Behavior Intervention Support Team
- Building Leadership Teams
- Building Leadership
- Principals

5. Start Action Step: 2023, End Action Step: 09/29/2023

The Positive Behavior support team will develop a pamphlet, video, or other information to teach students how to properly wear the Maritime uniform.

Participant(s):

- Instructional Coaches
- Building Leadership Teams
- Building Leadership
- Principals

6. Start Action Step: 2024, End Action Step: 12/20/2024

The Positive Behavior Intervention Team will develop a mentoring group and incorporate it into the Leadership Corps (Student Council).

Participant(s):

- Positive Behavior Intervention Support Team
- Instructional Coaches
- Building Leadership Teams
- Building Leadership

- Principals

7. Start Action Step: 2024, End Action Step: 12/20/2024

Create staff incentives for teaching PBIS lessons and acknowledgements throughout the school year

Participant(s):

5. Adult Measures

1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Semester**, **Math - Walkthrough Data** of **Math Teachers** will be monitored by **Principal**, with an overall improvement of **increase 100.00 %** by the end of the plan.

05/31/202512/31/202405/31/202412/31/202305/31/202312/31/2022

6. Funding Sources

1. FY

Develop or provide resources and tools for teams to use in data collection, data analysis and subsequent next steps.

General Fund

2. FY 2023

To create a dynamic system of academic support by December 2023 the Building leadership team will determine what data is used, considering formative, summative, state and/or STAR benchmark.

General Fund Title I-A Improving Basic Programs

3. FY 2023

Renew apps such as PBIS Rewards and SWIS by the beginning of September.

General Fund Title IV-A Student Support and Academic Enrichment

4. FY 2023

   Staff training for PBIS team for new and returning staff in August.

   > General Fund Title IV-A Student Support and Academic Enrichment

5. FY 2023

   Create staff incentives for teaching PBIS lessons and acknowledgements throughout the school year Communicate meeting notes to the rest of the staff during monthly BLT share-outs and bi-weekly staff meetings Staff survey to determine consistency amongst staff.

   > General Fund Title IV-A Student Support and Academic Enrichment

6. FY 2023

   Plan and implement new teacher training and orientation Plan for student orientation and Open House parent night

   > General Fund Title IV-A Student Support and Academic Enrichment

7. FY 2023

   The Positive Behavior support team will develop a pamphlet, video, or other information to teach students how to properly wear the Maritime uniform.

   > General Fund Title IV-A Student Support and Academic Enrichment

8. FY 2023,2024

   Determine who the co-planning teams are, what they are discussing and identify their next steps.

   > General Fund

9. FY 2024

The Positive Behavior Intervention Team will develop a mentoring group and incorporate it into the Leadership Corps (Student Council).

General Fund Title IV-A Student Support and Academic Enrichment

10. FY 2024

Create staff incentives for teaching PBIS lessons and acknowledgements throughout the school year

General Fund Title IV-A Student Support and Academic Enrichment

11. FY 2024,2025

By June of 2025 100% of 6th-9th grade teachers will be trained and utilizing a multi-tiered system of support.

General Fund Title II-A Supporting Effective Instruction

12. FY 2024,2025

By May, 2025 all teachers in grades 6-12 will be trained and utilize a multi-tiered system of support.

General Fund Title II-A Supporting Effective Instruction

13. FY 2024,2025

Throughout the 25-26 school year the Principals will conduct walkthroughs and utilize the data to determine the efficacy of the system and academic growth.

General Fund

14. FY 2024,2025

Instructional staff and administrators will receive on-going job-embedded training.

General Fund Title II-A Supporting Effective Instruction

3. Goal #3 of 3

   1. Root Cause Analysis

   The Maritime Academy of Toledo has created many systems to provide communication between leaderships teams and stakeholders but are still at the beginning phases of this development. Developing these new systems takes time and "trial and error" and no one thought to ask the stakeholders how they would best receive or understand this information to use on a daily or weekly basis. Therefore, the root cause of the lack of "progress monitoring" of communication amongst leadership teams proves to be the lack of stakeholder surveys or other methods to determine the best way for stakeholders to receive and use information that is coming from leadership teams such as TBTs, and BLTs. We have no data that shows that stakeholders have processed that information. This fact that no data exists means that progress monitoring the communication process of BLTs and TBTs makes it difficult and make decisions about what action to take or what should be completed next.

   2. SMART Goal Statement

   By **05/26/2026** we will improve the performance of **All Students**, **High School** students at/in **Maritime Academy of Toledo, The** to **increase 10.00 %** in **Graduation** using **State Report Card - Graduation Rate**.

   3. Student Measures

      1. Student Measure #1

      Every **Semester**, **Graduation - Course Credits Earned** of **All Students** will be monitored by **Career Advisor**, with an overall improvement of **increase 80.00 %** by the end of the plan.

12/31/2022	05/31/2023	12/31/2023	05/31/2024	12/31/2024	05/31/2025

   4. Strategies and Actions

      1. Strategy #1: Leadership, Administration, Governance

         1. Strategy Level: Level 4

         2. Description:

         Developing a system of Career Development by providing opportunities for students to engage in career focused activities across all pathways at each grade level.
         Career Planning, Decision-Making, & Transition (e.g.: understand

career interests, engage in career-based learning experiences, explore and identify education and training options beyond high school aligned with career interests, learn how to adjust career plans according to shifts in the economy and interests).

3. Embedded Plan Requirement(s):

   ▪ This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.
   ▪ This strategy addresses the district improvement requirement for addressing the specific needs of priority or focus in buildings in the LEA Plan ESEA Section 1111.

4. Action Steps

   1. Start Action Step: 2023, End Action Step: 08/11/2023

      Develop an orientation system for new students to learn the school expectations and career opportunities and pathways.

      Participant(s):

      ▪ Building Leadership Teams
      ▪ Teacher-Based Teams
      ▪ Building Leadership
      ▪ Principals
      ▪ Staff
      ▪ Teachers

   2. Start Action Step: 2023, End Action Step: 08/18/2023

      Develop or provide resources and tools for teams to use in data collection, data analysis and subsequent next steps.

      Participant(s):

      ▪ Building Leadership Teams
      ▪ Building Leadership
      ▪ Principals

   3. Start Action Step: 2023, End Action Step: 09/29/2023

      Develop a plan for monthly parent information nights to provide career guidance and opportunities for relationship building.

Participant(s):

- Building Leadership Teams
- Teacher-Based Teams
- Building Leadership
- Staff
- Teachers

4. Start Action Step: 2023, End Action Step: 12/15/2023

Develop a system of 2 X 10 conversations focusing on building teacher relationships and graduation plans.

Participant(s):

- Building Leadership Teams
- Teacher-Based Teams
- Building Leadership
- Principals
- Staff
- Teachers

5. Start Action Step: 2023, End Action Step: 12/15/2023

Develop a system to reduce the amount of students receiving success plans by 10% from the previous semester.

Participant(s):

- Building Leadership Teams
- Teacher-Based Teams
- Building Leadership
- Principals
- Staff
- Teachers

6. Start Action Step: 2023, End Action Step: 05/31/2024

Identify the format of the infosheet/newsletter and who is responsible for creating the infosheet/newsletter for career guidance and development.

Participant(s):

- Building Leadership Teams
- Building Leadership
- Principals

7. Start Action Step: 2023, End Action Step: 08/15/2025

   Instructional staff and administrators will receive on-going job-embedded training. Determine current levels of teacher knowledge and implementation of graduation plans and success plans.

   Participant(s):

8. Start Action Step: 2024, End Action Step: 08/16/2024

   Create annual records review process with HS students and guidance staff.

   Participant(s):

   - Building Leadership Teams
   - Building Leadership
   - Principals

9. Start Action Step: 2025, End Action Step: 08/15/2025

   Develop credit recovery process.

   Participant(s):

10. Start Action Step: 2025, End Action Step: 12/19/2025

    Determine mechanism for monitoring effectiveness of career guidance implementation.

    Participant(s):

2. Strategy #2: Operations

   1. Strategy Level: Level 4

   2. Description:

      Teacher Estimates of Achievement: Hattie Effect size 1.29 Teachers that build positive relationships with, and know their students, are much more likely to have students achieve at a higher level. For example, if a teacher has a positive relationship with a student, then that student is likely to try harder, persist longer, take risks and retry after failure. From the teacher's perspective, they are more likely to allocate work that is appropriate for the students in question, and select an instructional style that gets the most out of the students.

Student-teacher relationships significantly impact teacher effectiveness and student achievement. Teacher relationship variables were among the most influential factors on student performance with an effect size of .52. These include empathy, warmth, encouragement, authenticity, and respect for student backgrounds.

3. Embedded Plan Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.
- This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.
- This strategy addresses the district improvement requirement for addressing the specific needs of priority or focus in buildings in the LEA Plan ESEA Section 1111.

4. Action Steps

1. Start Action Step: 2023, End Action Step: 08/01/2022

   Develop customized onboarding process for new hires that addresses the identified needs of the district/building.

   Participant(s):

   - Building Leadership Teams
   - Teacher-Based Teams
   - Building Leadership
   - Principals
   - Staff
   - Teachers
   - District Administration

2. Start Action Step: 2024, End Action Step: 08/18/2023

   Develop or provide tools to monitor changes in adult practices.

   Participant(s):

   - Building Leadership Teams
   - Teacher-Based Teams
   - Principals

- Staff
- Teachers
- District Administration

3. Start Action Step: 2025, End Action Step: 08/16/2024

Introduce SEL strategies to building/teachers.

Participant(s):

- Building Leadership
- Principals

5. Adult Measures

1. Adult Measure #1

- Leadership, Administration, Governance

Every **Semester**, **graduation plans - Implementation Data** of **All Staff** will be monitored by **Career Advisor**, with an overall improvement of **increase 100.00 %** by the end of the plan.

| 12/31/2022 | 05/31/2023 | 12/31/2023 | 05/31/2024 | 12/31/2024 | 05/31/2025 |

6. Funding Sources

1. FY 2023

Develop an orientation system for new students to learn the school expectations and career opportunities and pathways.

| General Fund |

2. FY 2023

Develop or provide resources and tools for teams to use in data collection, data analysis and subsequent next steps.

| General Fund Title I-A Improving Basic Programs |

3. FY 2023

Develop a plan for monthly parent information nights to provide career guidance and opportunities for relationship building.

| General Fund Title IV-A Student Support and Academic Enrichment |

4. FY 2023

   Develop a system of 2 X 10 conversations focusing on building teacher relationships and graduation plans.

   | General Fund Title II-A Supporting Effective Instruction |

5. FY 2023

   Develop a system to reduce the amount of students receiving success plans by 10% from the previous semester.

   | General Fund |

6. FY 2023

   Develop customized onboarding process for new hires that addresses the identified needs of the district/building.

   | General Fund Title II-A Supporting Effective Instruction |

7. FY 2023,2024

   Identify the format of the infosheet/newsletter and who is responsible for creating the infosheet/newsletter for career guidance and development.

   | General Fund |

8. FY 2023,2024,2025

   Instructional staff and administrators will receive on-going job-embedded training. Determine current levels of teacher knowledge and implementation of graduation plans and success plans.

   | General Fund Title II-A Supporting Effective Instruction |

9. FY 2024

Create annual records review process with HS students and guidance staff.

> General Fund Title IV-A Student Support and Academic Enrichment

10. FY 2024

Develop or provide tools to monitor changes in adult practices.

> General Fund Title II-A Supporting Effective Instruction

11. FY 2025

Develop credit recovery process.

> General Fund Title IV-A Student Support and Academic Enrichment

12. FY 2025

Determine mechanism for monitoring effectiveness of career guidance implementation.

> General Fund Title IV-A Student Support and Academic Enrichment

13. FY 2025

Introduce SEL strategies to building/teachers.

> General Fund Expanding Opportunities for EACHCHILD (DSS)
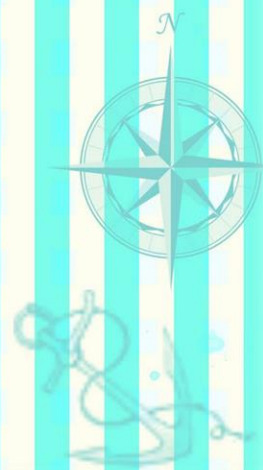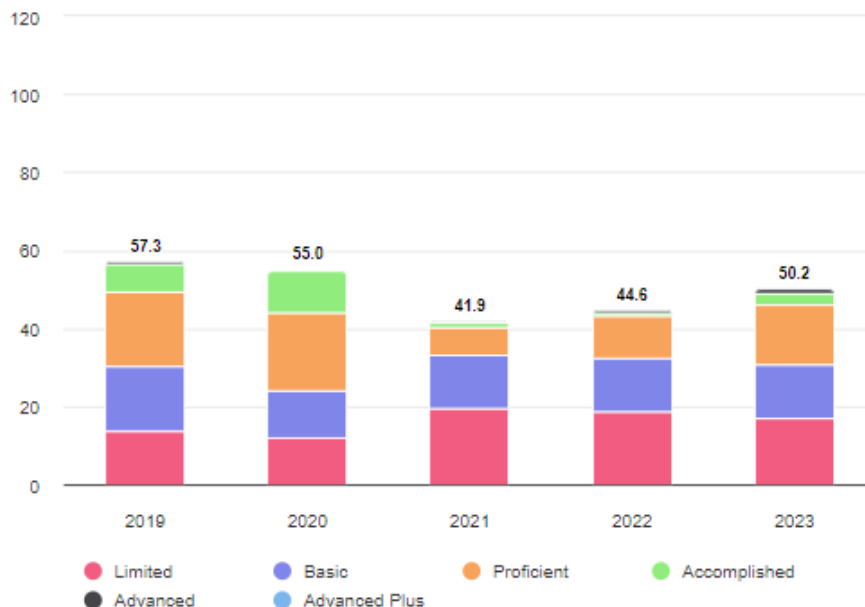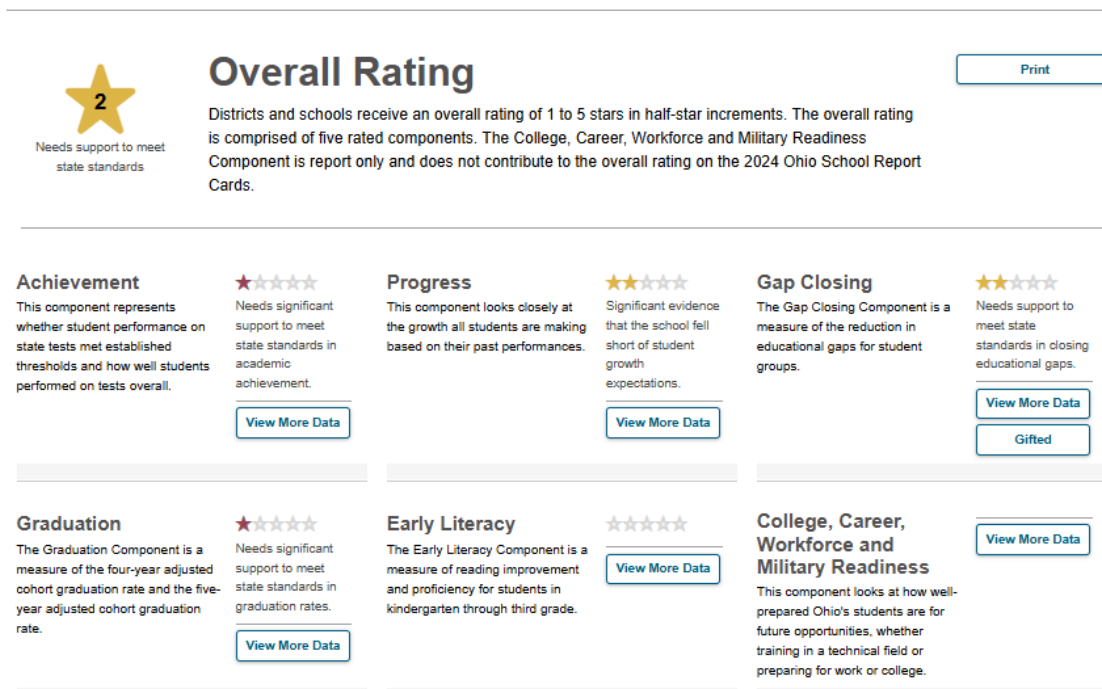
Section 3:
Academic and Survey Data

Contents:

A. State Report Card
B. Tiered Fidelity Inventory for the PBIS system

Academic Achievement: Ohio State Report Card

The 2023-2024 school report card was released in September of 2024. The Maritime Academy of Toledo has earned its' second strike for the 2023 report card and is at risk for closure unless our report card results meet the benchmarks for the 2024-2025 school year.

Overall Rating

⭐ 2
Needs support to meet state standards

Districts and schools receive an overall rating of 1 to 5 stars in half-star increments. The overall rating is comprised of five rated components. The College, Career, Workforce and Military Readiness Component is report only and does not contribute to the overall rating on the 2024 Ohio School Report Cards.

Print

Achievement ★☆☆☆☆
This component represents whether student performance on state tests met established thresholds and how well students performed on tests overall.
Needs significant support to meet state standards in academic achievement.
View More Data

Progress ★★☆☆☆
This component looks closely at the growth all students are making based on their past performances.
Significant evidence that the school fell short of student growth expectations.
View More Data

Gap Closing ★★☆☆☆
The Gap Closing Component is a measure of the reduction in educational gaps for student groups.
Needs support to meet state standards in closing educational gaps.
View More Data
Gifted

Graduation ★☆☆☆☆
The Graduation Component is a measure of the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate.
Needs significant support to meet state standards in graduation rates.
View More Data

Early Literacy ☆☆☆☆☆
The Early Literacy Component is a measure of reading improvement and proficiency for students in kindergarten through third grade.
View More Data

College, Career, Workforce and Military Readiness
This component looks at how well-prepared Ohio's students are for future opportunities, whether training in a technical field or preparing for work or college.
View More Data

	2019	2020	2021	2022	2023
Total	57.3	55.0	41.9	44.6	50.2

● Limited ● Basic ● Proficient ● Accomplished
● Advanced ● Advanced Plus

Due to the COVID-19 pandemic, testing data from the 2019-2020 school year was very limited and should not be used for comparison.

Progress Details

These tables show the Progress scores by test grade and subject for students in grades 4-8 and some end-of-course tests, and includes up to three years of data as available.

Test Grade	Progress			
	English Language Arts	Mathematics	Science	All Tests
All Grades	🟥	🟨	🟨	🟨
4th Grade	⬜	⬜	⬜	⬜
5th Grade	⬜	⬜	⬜	⬜
6th Grade	⬜	⬜	⬜	⬜
7th Grade	🟩	🟩	⬜	🟩
8th Grade	🟥	🟩	🟥	🟥

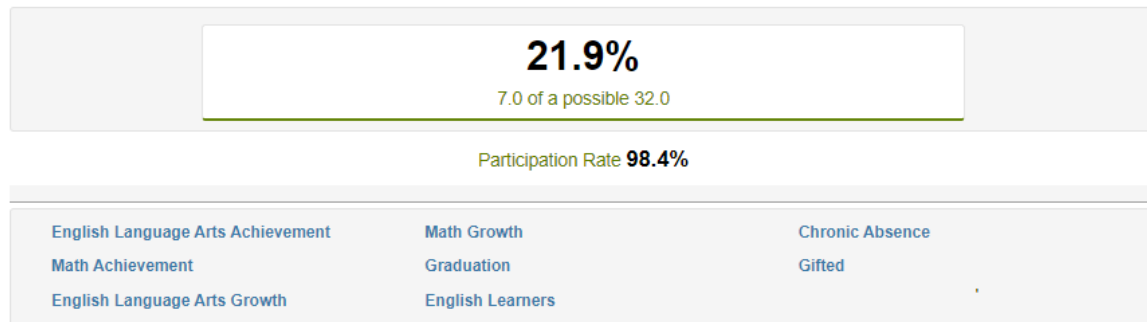| Test Grade	Progress							
	English II	Algebra	Geometry	Mathematics I	Mathematics II	Biology	American History	American Government
High School	🟩	🟩	🟩	⬜	⬜	🟩	🟦	🟩

What do the colors mean?

The Progress Component measures how groups of students made progress as compared to the statewide expectation of growth. The expectation of growth is based on how students in the group performed, on average, compared to other students like them across the state

- 🔵 Significant evidence that the school exceeded student growth expectations by a larger magnitude
- 🔵 Significant evidence that the school exceeded student growth expectations
- 🟢 Evidence that the school met student growth expectations
- 🟡 Significant evidence that the school fell short of student growth expectations
- 🔴 Significant evidence that the school fell short of student growth expectations by a larger magnitude
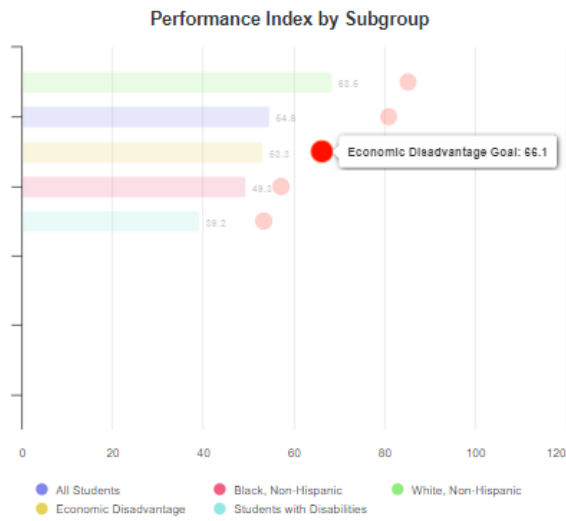
Annual Performance Goals

The annual performance goals are established in six areas, and the performance of specific student subgroups are measured against the annual or long-term goals for each area. Goals are established for English Language Arts academic achievement and growth, Math academic achievement and growth, graduation, English learner language proficiency, chronic absenteeism, and gifted performance. The state expectation for all areas and all student subgroups is to continue closing educational gaps year over year. A proportional adjustment is applied to schools and districts if their combined testing participation rate in English language arts and math does not meet or exceed 95 percent.

21.9%
7.0 of a possible 32.0

Participation Rate **98.4%**

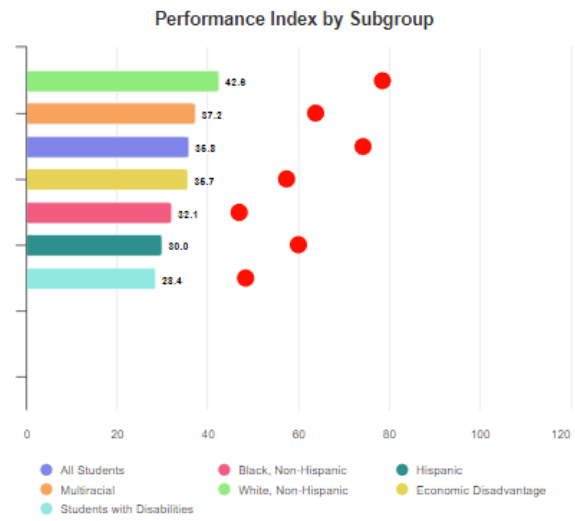|		
English Language Arts Achievement	Math Growth	Chronic Absence
Math Achievement	Graduation	Gifted
English Language Arts Growth	English Learners	

Each student subgroup has its own interim and long-term goals in English language arts, math and graduation. Subgroups with fewer than 15 students are not rated and do not appear on the graphs.

English Language Arts Achievement

Performance Index by Subgroup

Economic Disadvantage Goal: 66.1

Legend:
- All Students
- Black, Non-Hispanic
- White, Non-Hispanic
- Economic Disadvantage
- Students with Disabilities

Math Achievement

Performance Index by Subgroup

Values: 42.8, 37.2, 35.8, 35.7, 32.1, 30.0, 28.4

Legend:
- All Students
- Black, Non-Hispanic
- Hispanic
- Multiracial
- White, Non-Hispanic
- Economic Disadvantage
- Students with Disabilities

The Maritime Academy of Toledo received the Bronze Award For Positive Behavior Interventions and Support (PBIS) implementation!!!

Congratulations from State Support Team Region 1

We are writing to inform you that your building has been awarded the Bronze Recognition Award for the 23-24 School Year! This year's review was completed by a mixed review team of State Support Team members to ensure as much bias as possible be removed with interrater reliability. You will be receiving an official email from the Ohio Department of Education and Workforce.

To access the links - Highlight the link and copy and paste it into your browser.

Below is the link to the folder where you submitted your application and evidence.

https://drive.google.com/drive/folders/1fZElO8MzBuXTJN3DybFNbD_Puhjr7lkZ?usp=drive_link

Application final scores and feedback from the Reviewer can be found at this link.

https://docs.google.com/document/d/1wjhB6QyeYBeCCtNynG3V9RjJcr043yFCbLusUw48FwQ/edit

You will have access to the links until June 5, 2025. After reading the comments on the scoring form if you would like feedback on the evidence that was submitted, you can reach out to SST Region 1 Consultant, Tamie Cruz.

We encourage you to celebrate this accomplishment with your team and deepen your learning in MTSS/PBIS at the January 28, 2025, 2025 Showcase for AcceleratED Leadership & Learning. We encourage your district or building team to submit a presentation proposal by 10/11/24. Attendees will need to register for this in person event, to be held in Columbus, OH. Registration details will be forthcoming and available on the OLAC and Ohio Department of Education and Workforce websites.

Sincerely,

Tamie Cruz, SST Region 1 Consultant

Lynn McKahan, SST Region 1 Director

Section 5:
Financial Information

1). Financial Status
2). Federal Funds

2022-2023 Financial Status of the Maritime Academy of Toledo

For the 2022-2023 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.

Funds	Beginning Balance	Ending Balance
General Fund	$668,364.20	$554,551.77
Permanent Improvement	$0.00	$15,539.67
Food Service	($22,437.55)	($35,047.58)
Satin Gavel Scholarship Fund	$6,090.00	$6,090.00
Leadership Fund	$1,280.62	$1280.62
Rotary Uniform Fund	$3,530.54	$3,530.54
Class Fund	$0.00	($116.00)
Prom Fund	$981.67	$1320.90
Student Activities Fund	$2,679.77	$2,622.60
Cadet Chronicle Fund	$376.74	$376.74
Culinary Fund	$4,822.35	$4,951.35
Athletic Fund (Basketball)	$678.57	($132.29)
Tall Ships Fund	$7,040.00	$7,040.00

Federal Funds	
$211,274.33	Title 1
$10,219.95	Title 2
$29,898.26	Title 4
$66,316.29	Title 1 non-competitive
$122,632.88	IDEA Part B
$29,137.55	Expanding opportunities
$163,642.15	ARP ESSER (Remaining Funds)
Total: $633,121.41	

Classroom Spending Data

What percent of funds are spent on classroom instruction?
60.6%

School   State

● Classroom Instruction ● Non-Classroom Instruction
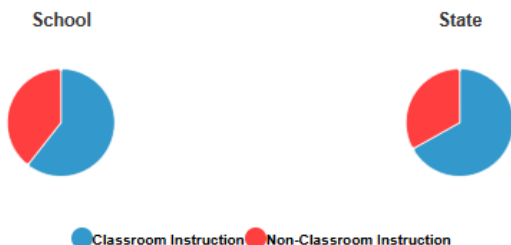
Spending Per Pupil Data

	School	State
Operating Spending per Pupil ❶	$11,896	$12,396
Classroom Instruction	$7,211	$8,292
Non-Classroom Spending	$4,685	$4,103
Federal Funds	$2,229	$1,363
State and Local Funds	$9,667	$11,033
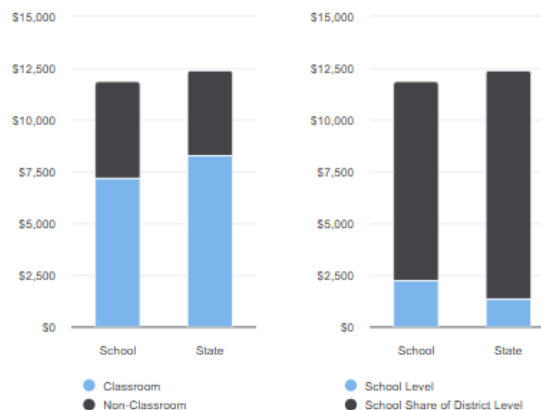
● Classroom
● Non-Classroom

● School Level
● School Share of District Level

School Name: The Maritime Academy of Toledo

Statement of Receipt, Disbursements, and Changes in Fund Cash Balances
For the Fiscal Years Ended 2021 through 2023, Actual and
the Fiscal Years Ending 2024 through 2028, Forecasted

	Actual			Forecasted				
	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028
Operating Receipts								
State Foundation Payments (3110, 3211)	$ 2,327,716	$ 2,219,893	$ 1,903,719	$ 2,620,134	$ 2,456,456	$ 2,550,932	$ 2,595,390	$ 2,639,848
Charges for Services (1500)	-	-	-	-	-	-	-	-
Fees (1600, 1700)	761	7,550	4,600	4,338	4,338	4,338	4,338	4,338
Other (1830, 1840, 1850, 1860, 1870, 1890, 3190, 5300)	46,074	163,040	40,409	40,346	40,346	40,346	40,346	40,346
Total Operating Receipts	$ 2,374,551	$ 2,390,483	$ 1,948,728	$ 2,664,818	$ 2,501,140	$ 2,595,616	$ 2,640,074	$ 2,684,532
Operating Disbursements								
100 Salaries and Wages	$ 1,436,343	$ 1,384,522	$ 1,349,935	$ 1,830,174	$ 1,885,079	$ 1,941,631	$ 1,999,880	$ 2,059,877
200 Employee Retirement and Insurance Benefits	445,263	459,713	416,612	605,053	623,205	641,901	661,158	680,992
400 Purchased Services	550,824	636,812	693,509	637,089	692,745	702,945	705,224	711,224
500 Supplies and Materials	85,862	113,581	121,916	145,132	150,000	155,000	160,000	165,000
600 Capital Outlay -New	82,457	118,111	87,082	45,786	45,000	45,000	45,000	45,000
700 Capital Outlay - Replacement	-	-	-	-	-	-	-	-
800 Other	66,991	73,796	86,363	147,671	65,000	65,000	65,000	65,000
819 Other Debt	-	-	-	-	-	-	-	-
Total Operating Disbursements	$ 2,667,739	$ 2,786,535	$ 2,755,416	$ 3,410,905	$ 3,461,029	$ 3,551,477	$ 3,636,262	$ 3,727,093
Excess of Operating Receipts Over (Under) Operating Disbursements	$ (293,189)	$ (396,052)	$ (806,688)	$ (746,086)	$ (959,889)	$ (955,861)	$ (996,188)	$ (1,042,561)
Nonoperating Receipts/(Disbursements)								
Federal Grants (all 4000 except fund 532)	$ 366,029	$ 279,677	$ 443,699	$ 525,569	$ 525,569	$ 525,569	$ 525,569	$ 525,569
State Grants (3200, except 3211)	6,000	97,175	183,928	209,207	209,207	209,207	209,207	209,207
Restricted Grants (3219, Community School Facilities Grant)	221,896	142,906	110,250	219,835	224,564	229,454	234,344	239,234
Donations (1820)	25,000	10,325	2,681	-	-	-	-	-
Interest Income (1400)	-	-	-	-	-	-	-	-
Debt Proceeds (1900)	-	-	-	-	-	-	-	-
Debt Principal Retirement	(61,002)	(63,490)	(69,244)	(71,223)	(74,223)	(77,223)	(80,223)	(83,223)
Interest and Fiscal Charges	(71,060)	(68,571)	(62,818)	(60,838)	(57,838)	(54,838)	(51,838)	(48,838)
Transfers - In	442,635	2,505	410	-	-	-	-	-
Transfers - Out	(96,891)	(202,505)	(17,808)	-	-	-	-	-
Total Nonoperating Revenues/(Expenses)	$ 832,608	$ 198,021	$ 591,098	$ 822,550	$ 827,279	$ 832,169	$ 837,059	$ 841,949
Excess of Operating and Nonoperating Receipts Over/(Under) Operating and Nonoperating Disbursements	$ 539,419	$ (198,031)	$ (215,590)	$ 76,463	$ (132,610)	$ (123,692)	$ (159,129)	$ (200,612)
Fund Cash Balance Beginning of Fiscal Year	$ 485,979	$ 1,025,398	$ 827,368	$ 611,778	$ 688,241	$ 555,631	$ 431,939	$ 272,810
Fund Cash Balance End of Fiscal Year	$ 1,025,398	$ 827,368	$ 611,778	$ 688,241	$ 555,631	$ 431,939	$ 272,810	$ 72,198

Assumptions

	Actual			Forecasted				
	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028
Staffing/Enrollment								
Total Student FTE	285	260	226	225	230	235	240	245
Instructional Staff	24	24	24	24	24	24	24	25
Administrative Staff	4	4	4	4	4	4	4	4
Other Staff	12	11	15	15	15	15	15	15
Purchased Services								
Rent	$ 112,913.16	$ 118,716.00	$ 119,252.26	$ 118,817.00	$ 118,430.00	$ 118,430.00	$ 118,430.00	$ 118,430.00
Utilities	116,105.91	153,920.00	147,919.70	197,288.00	197,288.00	197,288.00	197,288.00	197,288.00
Other Facility Costs	74,608.88	80,164.77	78,664.76	39,865.00	40,000.00	45,000.00	50,000.00	55,000.00
Insurance	8,480.00	-	-	8,480.00	8,680.00	8,880.00	9,080.00	9,280.00
Management Fee	-	-	-	-	-	-	-	-
Sponsor Fee	93,102.82	56,535.23	66,824.37	85,000.00	88,000.00	88,000.00	88,000.00	88,000.00
Audit Fees	-	-	-	-	-	-	-	-
Contingency	-	-	-	-	-	-	-	-
Transportation	-	-	1,808.00	-	-	-	-	-
Legal	6,017.50	20,357.50	61,168.83	10,000.00	20,000.00	20,000.00	20,000.00	20,000.00
Marketing	26,431.16	34,615.06	72,811.20	100,000.00	75,000.00	75,000.00	75,000.00	75,000.00
Consulting	-	-	-	-	-	-	-	-
Salaries and Wages								
Employee Benefits								
Special Education Services	51,522.90	49,186.00	4,665.20	44,380.00	50,000.00	55,000.00	60,000.00	65,000.00
Technology Services	5,707.75	7,340.00	11,229.60	8,647.00	8,647.00	8,647.00	8,647.00	8,647.00
Food Services				-				
Other	55,934.16	115,977.44	129,165.08	24,612.00	86,700.00	86,700.00	78,779.00	74,579.00
Total	$ 550,824.24	$ 636,812.00	$ 693,509.00	$ 637,089.00	$ 692,745.00	$ 702,945.00	$ 705,224.00	$ 711,224.00
Financial Metrics								
Debt Service Payments	$ 132,061	$ 132,061	$ 132,061	$ 132,061	$ 132,061	$ 132,061	$ 132,061	$ 132,061
Debt Service Coverage	2.47	1.01	-0.50	1.58	0.00	0.06	-0.20	-0.52
Growth in Enrollment	2.89%	-8.77%	-13.08%	-0.44%	2.22%	2.17%	2.13%	2.08%
Growth in New Capital Outlay	-12.74%	43.24%	-26.27%	-47.42%	-1.72%	0.00%	0.00%	0.00%
Growth in Operating Receipts	-5.68%	0.67%	-18.48%	36.75%	-6.14%	3.78%	1.71%	1.68%
Growth in Non-Operating Receipts/Expenses	0.95	-76.22%	198.50%	39.16%	0.57%	0.59%	0.59%	0.58%
Days of Cash	0.18	0.37	0.30	0.18	0.20	0.16	0.12	0.07

Fiscal Year 2023-2024 Projected Debt					
Description	Beginning Year Balance	Principle Retirement	Interest Expense	Ending Year Balance	Debitor/ Creditor
FTE Review	$ -	$ -	$ -	$ -	
Loan A	$ -	$ -	$ -	$ -	
Loan B	$ -	$ -	$ -	$ -	
Line of Credit	$ -	$ -	$ -	$ -	
Notes, Bonds	$ 1,265,812.00	$ 71,223.00	$ 60,838.00	$ 1,194,589.00	F&M Bank
Capital Leases	$ -	$ -	$ -	$ -	

Assumptions Narrative Summary

Passed at the 10/9/2023 Board Meeting

The Forecast incorporates a number of funds which are listed below by fiscal year:

    2021 – General Fund 001, State Grants 461 91XX, Federal Grants 516 90XX, 572 90XX, 590 90XX, 599 90XX

    2022 – General Fund 001, State Grants 461 91XX, Federal Grants 516 90XX, 572 90XX, 590 90XX, 599 90XX

    2023 – General Fund 001, State Grants 461 91XX, Federal Grants 516 90XX, 536-90XX, 584-90XX, 572 9XXX, 590 90XX, 599 00XX

    2024, 2025, 2026, 2027, 2028 – General Fund 001, State Grants 461 91XX, Federal Grants 516 90XX, 536-90XX, 584-90XX, 572 9XXX, 590 90XX, 599 00XX

Revenues -The primary source are the foundation payments from the State of Ohio. These payments are reflected in 3 lines on the forecast. 1. Operating Revenue - State Foundation Payments.
    2. Operating Revenues - Other and 3. Non Operating Receipts - Ristricted Grants. To simplify calculations and still maintain accuracy, any increases or decreases in State of Ohio foundation funding will occur in Operating Revenue - State Foundation Payments.
      FY2024 - State Foundation 3110 is projected using 225 students for 2024 using the latest state revenue projection plus FY2023 "true-up" payment of $208,897.83.
      FY2025 - State Foundation 3110 is projected using 230 students for 2025 and anticipates no changes in per pupil funding levels from 2024. Increase of $44,458.05 for 5 students True up decrease of $208,897.83.
      FY2026 - State Foundation 3110 is projected using 235 students for 2026 and anticipates 2%increase in per pupil funding levels from 2025. Increase of $94,476.00.
      FY2027 - State Foundation 3110 is projected using 240 students for 2027 and anticipates no changes in per pupil funding levels from 2026. Increase of $44,458.00
      FY2028 - State Foundation 3110 is projected using 245 students for 2028 and anticipates no changes in per pupil funding levels from 2027. Increase of $44,458.00
    Nonoperating Receipts - Federal Grants includes all of our usual 500 level funds.
    Nonoperating Receipts - State Grants includes our usual 400 level of funds.

Expenditures - The expenditures for Fiscal Year 2024 are based on 10 months actual expenses and two months projected using April 2024 Total amounts.

    Operating Disbursements
      100 Salaries & Wages were reduced for FY2022 to reflect the staff cuts made by administation. It also reflects slight increases in salaries and related benefits for remaining staff.
      FY2024 - Projects 10 months actual and 2 months estimated based on April 2024 actual levels.
      FY2025 - Projects the same staff level as FY2024 with a 3% increase in total salaries.
      FY2026 - Projects the same staff level as FY2025 with a 3% increase in total salaries.
      FY2027 - Projects the same staff level as FY2026 with a 3% increase in total salaries.
      FY2028 - Projects the same staff level as FY2027 with a 3% increase in total salaries.
    200 Employee Retirement and Insurance Benefits were adjusted in each year of the forecast by 3% which includes 15.45% of salary increase each year.
    400 Purchased Services is expected to increase increase slightly for fiscal years 2024-2028.
      Purchased Services Detail
        RENT - includes primarily two leases for additional classroom space with Toledo-Lucas County Port Authority. The first lease is a 60 month lease that commenced
        on May 1, 2014 and was renewed in 2019. The second lease is a 36 month that commenced on February 2, 2017. The lease is expected to continue for remaining years.
        OTHER FACILITIES COSTS - Includes landscape/lawn services, building repairs and improvements, pool maintenance and upkeep, building security, and vessel upkeep and maintenance.
        SPONSOR FEE - The 3% ESC Fiscal Charge is expected to increase due to the increase in state revenue for FY2024-2028.
        MARKETING - Includes primarily expenses for PR firm for student recruitment and advertising. Remains level for years FY2024-2028.
        OTHER - Includes all 400 object expenses not classifed in the listed categories in the detail section including: staff training costs, travel/meeting expenses,
        post secondary fees, other purchased services in the 419 object code.
    600 Capital Outlay includes cost of simulator move in FY21 and FY22 of $160,000. 600's were reduced to reflect the payoff of the simulator in years FY24-FY28.
    800 Other includes Property Ins, Bonding, Taxes, Permit Fees, Memberships and in even number years, bi-annual audit fees.

    Nonoperating Disbursements
      Debt Principal Retirement represents the principal payments on a mortgage note payable held by Farmers & Merchants Bank for the purchase of the current Maritime building.
      Interest and Fiscal Charges represents the interest payment on a mortgage note payable held by Farmers & Merchants Bank for the purchase of the current Maritime building.

Function	Instruction 1000	Support Services 2100-2200	Administrative Services 2300-2400	Fiscal/Business Services 2500-2600	Operations & Maintenance 2700	Pupil Transportation 2800	Support/Food Services 2900-3100	Extracurricular Activities 4000	Facilities/ Construction Services 5000	All Other Expense 6000-7000	Total
Object	A	B	C	D	E	F	G	H	I	J	K
Salaries 100	$ 1,123,604.70	$ 266,428.10	$ 226,162.20	$ 106,458.30	$ 87,400.00	$ -	$ 60,640.00	$ -	$ -	$ -	$ 1,870,693.30
Retirement Fringe Benefits 200	$ 275,833.53	$ 73,341.75	$ 113,717.40	$ 30,175.21	$ 14,984.31	$ -	$ 9,821.82	$ -	$ -	$ -	$ 517,874.02
Purchased Services 400	$ 86,083.89	$ 12,681.85	$ 160,621.40	$ 151,765.10	$ 217,871.33	$ 1,987.00	$ 16,213.71	$ -	$ -	$ -	$ 647,224.28
Supplies 500	$ 136,715.02	$ 503.66	$ 423.88	$ -	$ 7,088.88	$ -	$ 799.57	$ -	$ -	$ -	$ 145,531.01
Capital Outlay 600	$ 1,054.96	$ -	$ 12,104.08	$ -	$ 51,840.96	$ -	$ -	$ -	$ -	$ -	$ 65,000.00
Other 800	$ -	$ -	$ -	$ 56,911.00	$ 7,778.00	$ -	$ -	$ -	$ -	$ 294,571.00	$ 359,260.00
Total	$ 1,623,292.10	$ 352,955.36	$ 513,028.96	$ 345,309.61	$ 386,963.48	$ 1,987.00	$ 87,475.10	$ -	$ -	$ 294,571.00	$ 3,605,582.61
Budget Per Pupil											
Estimated Student Enrollment 240	$6,763.72	$1,470.65	$2,137.62	$1,438.79	$1,612.35	$8.28	$364.48	$0.00	$0.00	$1,227.38	$15,023.26

Section 5:
Career Tech Information

Contents:

A. Career Tech Pathways

Maritime Occupations	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 9th 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 10th – 12th 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 that program is opportunity, so the cadets in this program may earn several industry credentials and will graduate "job ready". In School Internship: • Tall Ship Niagara – intern aboard the brig for a 2 – 3 week total immersion in sail training. (Please note: Since the pandemic this has been increasingly difficult to organize) - Prerequisites: Must compose various letters and have a letter of recommendation Post Graduate Apprenticeship Opportunities: • SIU (Seafarers International Union) – 9 month program for entry level candidates with promise of employment after program completion. - Prerequisites: Must be 18 years or older, have no criminal record, drug free, pass USCG physical • STAR Center Engineering Tech Program – 24 month program that will advance the individual from entry level to 3rd Assistant Licensed Engineer - 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
Culinary	The culinary arts program prepares cadets for a career in food service, food management, or hospitality. The cadets earn ceetificates in ServSafe and ProStart, which will give them precedence in the Culinary industry.
Marine Environmental Science	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.

Future Career Tech Programs

Dental Assistant
Welding