



Transforming **Learning...**
through **Effective Teaching.**

September 29, 2017

Contracted School Services
Milwaukee Public Schools
5225 W. Vliet Street, Room 204
Milwaukee, WI 53208

To Whom it May Concern,

On behalf of the Milwaukee Environmental Sciences Academy, a MTEC Charter School, it is our intent to renew the charter school contract.

Serving over 400 students in grades K4 to 8, MESA is currently authorized by Milwaukee Public Schools as a “non-instrumentality” charter school. MTEC works closely with its MESA teachers and community partners in the on-going development of a Teacher Training Lab, located at MESA, focused on advancing the goal of providing highly qualified teachers in the Milwaukee area.

We believe that all children **can and want** to learn! Through discovery, inquiry, and critical thinking, we prepare our scholars to become leaders of their own learning. We believe those supports are offered through the educators partnering with families each day. Continued authorization by Milwaukee Public Schools allows for continued progress in these efforts.

Contacts for the renewal process include:

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Sincerely,

Laci Coppins Robbins, Ed.D.
Executive Director

Educational Performance

1. Provide a description of how the school has been faithful in implementing its educational program outlined in the charter proposal (Appendix A).

The goal of the Milwaukee Teacher Education Center is to maintain a high performing charter school with a focus on environmental sciences using the EL (Expeditionary Learning) model. The thread running through environmental curriculum is instruction of ecological sustainable practices. The World Commission on Environment and Development (1987) defines sustainability as, "...meeting the needs of the present without compromising the ability of future generations to meet their own needs." The Milwaukee Environmental Sciences Academy, a MTEC Charter School utilizing project based learning and differentiated instruction, nurtures and ensures all students become ecologically responsible. Students focus on living, utilizing investigative strategies, technology and field experiences to drill deeper in the principles of sustainable learning, living, and resources for the community.

The EL Education Model developed in collaboration between Kurt Hahn, founder of Outward Bound and the Harvard Graduate School of Education, is based on the understanding that high quality learning is active, challenging, meaningful, public, and collaborative. At Milwaukee Environmental Sciences Academy, a MTEC Charter School this means that teachers work with scholars to ensure they are deeply engaged in learning and support them to reach high levels, academically and socially. Scholars gain the necessary skills to be ready for college and career through a rigorous curriculum that strives to develop strong literacy and math skills, as well as the ability to think critically, problem solve, collaborate, and become active citizens within their community.

EL Education is guided by the following ten design principles:

1. The Primacy of Self-Discovery- Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In EL Education schools, scholars undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.

MESA focuses on the Primacy of Self-Discovery through the manner in which scholars learn planned expeditions. Teachers create opportunities for scholars by planning fieldwork, which are field trips with a purpose. During the fieldwork, scholars are able to explore their curiosity while unveiling newfound information in the form of self-discovery.

2. The Having of Wonderful Ideas- Teaching in EL Education schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

Scholars, families, staff and the community of MESA participate in two expeditions throughout the school year. These expeditions are meticulously planned in advance to ensure that scholars are meeting their grade level standards while having hands-on learning experiences. The teaching and learning process is documented through a documentation panel and presented to family members and the community at a *celebration of learning*. All learning expeditions have a service learning connection to the community at large.

3. The Responsibility for Learning- Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an EL Education school encourages both scholars and adults to become increasingly responsible for directing their own personal and collective learning.

Every scholar facilitates their own Student Led Conference twice throughout the course of the school year. Scholars and adults take responsibility for their own teaching and learning through shared data and reflections.

4. Empathy and Caring- Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in EL Education schools, with a caring adult looking after the progress and acting as an advocate for each child. Older scholars mentor younger ones, and scholars feel physically and emotionally safe.

MESA scholars in upper grades continuously work with younger scholars as reading buddies and expedition work. Within classrooms teachers create small groups in reading and math. These small groups are centered around increasing students skills as well as challenging scholars while giving the opportunity to practice the MESA's habits of scholarship. (accountability, perseverance, integrity, social justice, collaboration, and respect)

5. Success and Failure- All scholars need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. It is also important for scholars to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

Scholars learn by grappling with challenging expedition ideas that include well thought out guided questions. These guided questions are related to the classroom community. For example, a learning expedition on natural disasters would have a guided question reading, "How do things that happen that are out of your control affect you?" Through celebrations of learning scholars gain confidence as docents and masters of their learning. They present this content to stakeholders, family members, and community leaders-- taking a risk each time they present! Scholars at MESA know that making mistakes is part of the learning process and through failure knowledge is gained.

6. Collaboration and Competition- Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Scholars are encouraged to

compete, not against each other, but with their own personal best and rigorous standards of excellence.

Collaboration is one of the six Habits of Scholarship supported at MESA. This is demonstrated in each class as educational assistance and teachers work with small groups of scholars developing skills. Scholars collaborate with each other in small groups without a teacher or an Education Assistant. All teachers have scholars' STAR test data posted as a visible reminder and encouragement to scholars. The self-competition to excel in each class is incentivized by teachers to highlight student growth with *shout outs* in all school crew meetings, as well as, scholars pushing each other to surpass previous scores.

7. Diversity and Inclusion- Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In EL Education schools, scholars investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

The manner in which Milwaukee Environmental Sciences Academy, a MTEC Charter School demonstrates diversity and inclusion is through the formation of multiple partnerships centered around service learning. For example, teachers communicate with a variety of different organizations that align with their expedition topics, which caters to the community. For example, the middle school scholars focused on homelessness as a part of a recent expedition and partnered with local organizations as resources to provide support to the homeless. Additionally, teachers select a wide range of expedition topics, which are inclusive of different communities and cultures. In doing so, scholars become more well rounded and informed in their understanding, while also deepening their appreciation and respect for others.

8. The Natural World- A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Scholars learn to become stewards of the earth and of future generations.

MESA is located across the street from Dineen Park, part of the Milwaukee County Parks System. Scholars and adults have partnered with the park in clean-up efforts and learning opportunities. For example, scholars have had the opportunity to practice "catch and release" fishing during the school day while also analyzing the biodiversity of the pond.

9. Solitude and Reflection- Scholars and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need to exchange their reflections with other scholars and with adults.

Through the EL practice of peer critique, students are able to provide one another with feedback to enhance their personal development. Additionally, teachers plan multiple opportunities throughout the instructional day for students to reflect on their behavioral and academic performance. Finally, staff also serve as critical friends, as a part of their individual growth.

10. Service and Compassion- We are crew, not passengers. Scholars and teachers are strengthened by acts of consequential service to others, and one of an EL Education school's primary functions is to prepare scholars with the attitudes and skills to learn from and be of service.

Through creating opportunities for families to understand and participate in their child's social and academic development, as a part of the decision-making process, regarding school goals and objectives, and school programming, we work to empower families in the support of their children via classes and special programming. The objective is to continuously engage parents in working directly with their children on learning activities at home and provide ideas to families about how to help scholars with homework and other curriculum related materials.

Our educational program is the integration of learning in phases and integrated across disciplines. The student led and interest based subject matters incorporate reflection and practices with an emphasis on environmental sciences.

EL Education (Expeditionary Learning) is a national model that supports project based learning to actively engage students in challenging, meaningful work.

STEAM (Science, Technology, Engineering, Arts, and Mathematics) lays a strong foundation for an interdisciplinary program integrating the five areas of science, technology, engineering, arts, and mathematics providing the following:

Science - Engages students in scientific study, inquiry, problem solving, and developing research skills critical for advanced academic studies.

Technology – Provides a gateway into the 21st century by providing literacy through multimedia and global awareness, anywhere at anytime with standards and skill development embedded.

Engineering – Combines math and science

Art - Develops a greater appreciation of a student's individual talents, and an understanding and appreciation of the humanities.

Mathematics - Involves the teaching of problem-solving strategies that help students see the many applications of their mathematical understandings in the world around them.

Building upon the basics of all learning, literacy, specifically at the developmental levels.

The core instructional program includes:

Literacy (reading and writing) Uses a balanced, integrated approach that focuses on each student providing targeted, comprehensive and meaningful instruction that incorporates the integration of reading and writing.

Social Studies: Provides all students with information and skills necessary to become productive citizens in a democratic society.

Physical Education: Provides students sustained physical activity through contemporary sports to develop and maintain a healthy body and lifestyle.

Best practices and successful strategies will be utilized to insure increased academic achievement. These strategies include, but are not limited to, the following:

- Expeditionary Learning
- Year-Round Education (YRE)
- Differentiated Instruction
- E-learning distance and virtual
- Accelerated curriculum
- Co-curricular activities
- Looping
- K-12
- Extended day

The implemented MESA curriculum incorporates the following strategies:

Project-based learning: filled with active and engaged experiences exploring real-world problems and challenges, it inspires students to obtain a deeper knowledge of the subjects they are studying. Research also indicates that students are more likely to retain the knowledge gained through this approach far more readily than through traditional textbook-centered learning. In addition, students develop confidence and self-direction as they move through both team-based and independent work across disciplines.

E-learning: Students participate in virtual field experiences to enhance their discovery learning with the integration of technology. While classroom teachers use video software to record their instruction for personal review and guided coaching.

Looping: Looping--which is sometimes referred to as “multi year teaching or multiyear placement” occurs when a teacher is promoted with his/her students to the next grade level with the same group of children for two or three years. What results is a continuity of relationships between teacher, students, and parents/guardians that enables children to flourish socially and academically in a stable environment.

Kindergarten through Eighth Grade (K-8): According to Columbia University research, conducted in 2010, as reported by the Harvard Graduate School of Education, “the transitions to middle schools were harmful for students in that setting.” The research found that students entering grades six through eight or seven to eight schools experience a “sharp drop” in achievement versus those attending K–8 schools. Students of MESA will be afforded the opportunity for more personalized attention and development of meaningful relationships between student and families (West, 2012).

Accelerated curriculum: The Accelerated Schools Model developed by Dr. Henry Levin at Stanford University is committed to the premise that every child should be treated as gifted, that students achieve when supported in a learning environment with high expectations. Schools incorporate the efforts of parents/guardians and schools together, co-leading governance and decision-making functions to create a curriculum and an atmosphere in which accelerated learning is fostered. Challenging students to their maximum potential is a critical element in advancing children academically.

Year-round education (YRE) with an extended school day: A YRE calendar coincides more

effectively with the four growing seasons needed for the environmental focus of the school. In addition, it provides a more consistent calendar conducive to learning and retention. There is some research that contends that year-round schools can have more positive effects on students who are deemed at risk for academic problems such as children from low-income families or other students who might typically be low performers in school (Cooper, et al., 2003). In addition, an extended school day will provides the necessary time to incorporate a rich fine arts program into the curriculum.

Support for learners: Supportive staff is a crucial factor for the educational program and compliance with the DPI requirements and the opportunity to provide additional counseling and support as needed (i.e. psychological services, diagnostic support). Support for students with disabilities will be met as determined by the Individualized Education Plan (IEP).

Teachers serve as the facilitators of learning, while scholars are responsible for the heavy lifting. SPED staff and interventionists are used to ensure academic goals are met for all scholars. Character education taught across the curriculum in all grades, pioneered by Dean of Students includes a monthly focus on the Habits of Scholarship.

In order to ensure successful implementation of the curriculum and mandatory programs, continuous staff development is required prior to the beginning of the school year, and throughout the academic year.

2. Explain how the school has met goals and measurable objectives during the term of this contract. Highlight growth in student achievement.

According to the most recent DPI District Report Card, Milwaukee Environmental Sciences Academy “exceeds expectations.” Pertaining to student growth, MESA scored 85; 1/100 in English Language Arts (ELA) and Mathematics. Additionally, according to our school’s Charter PAAR data report, which was updated in 2016-2017 to reflect 2015-2016 data, a specific goal that we were able to meet was in relation to our attendance rate. MESA scored 93.1%, compared to the district rate of 91.9%. Also, in terms of mobility, MESA met our goal by scoring 3.6% compared, to the district rate of 10.8%, as measured by the PAAR Report.

Financial Performance

3. Explain how the school has met its financial performance standards. Describe how the school is financially sound.

As one of multiple program offerings by MTEC, comparisons of budget versus actual expenses continue to be monitored closely. Routine assessment are set in place to ensure spending targets remain in check and controls in place to address pertinent issues. For example, with personnel being the primary budget item, salary and benefits are closely monitored so that we are competitive, but also remain cost conscious.

The school remains financially sound by having strong oversight by the Executive Director, Principal and Finance Manager. Financial statements are reviewed monthly for both the entire organization and the school specifically. In addition, detailed reports are reviewed and discussed

at the finance committee meeting and the general MTEC Board of Directors meetings. If the need arises, the school being one program of MTEC, additional revenue streams are available to assist with cash flow needs. Finally, actual expenses are compared to budgeted expenses to monitor spending trends and funds are routinely set aside as an operating reserve.

Organizational Performance

4. Illustrate how the school has a well functioning organizational structure. Include pertinent information about parental involvement, staffing, health and safety, school enrollment and discipline policies, and school facilities.

MESA is a well functioning organizational structure as evidenced by ongoing parental involvement. Not only are parents invited and expected to attend two annual student led conferences in order to remain informed regarding their child's academic and behavioral performance, but they are required to attend at least two academic related events.

Over the last three years, MESA participated as a National Center for Families Learning School, through a grant from Toyota. In an effort to sustain an active family and community involvement, we currently offer a parent program called the Action Team for Partnership (ATP). The ATP is similar to a PTA, with the exception that it not only involves families and the school, but also community partners. ATP meetings take place once per month and staff are invited to join in order to establish partnerships with parents.

Staff members engage in continuous professional development. During common planning time, teachers collaborate with their grade level teams with a focus on a variety of academic topics including, but not limited to expedition planning, which is aligned to our school's model of EL Education.

5. Provide evidence that parents and students are satisfied with the school.

In order to gain insight from parents regarding their satisfaction with the school, a survey is distributed to parents during student led conferences. Participant responses show evidence of parent satisfaction. For instance, when asked to rate their overall satisfaction 46% indicated that they were "extremely satisfied" while 44% stated that they were "satisfied" for a total of 90% of the responses. Additionally, when asked to rate their child's teacher's "level of respect toward your family's culture and educational goals" 58% were "extremely satisfied" while 36% were "satisfied" for a total of 94% of responses.

Insight has been gained through scholar focus groups over the past four years. Some trends that came out of these conversations included, scholars desires to be heard coupled with opportunities to talk about what is important to them. Another point included Crew. Scholars expressed its importance and value (purposeful games in Crew / opportunities for movement). Finally, scholars identify the Habits of Scholarship as character traits, helping them to become a better person. One scholar states, "What you are trying to teach is when we grow up we can be like a teacher and teach our school or students how to follow those traits. It helps our school because it helps the school environment stay safe. Perseverance is to keep trying. If you don't know, think hard. Integrity is like when someone tells you a story and you are not being honest. Then people

may not believe you. Respect is doing what people ask you to do. Respect the school and the environment.”

6. Demonstrate that the school has an active and effective school governance structure. Provide examples and explain.

Founded in 1996, the Milwaukee Teacher Education Center (MTEC) is a not-for-profit, results oriented, teacher certification and professional development center designed to recruit, support, and retain teachers and school leaders in urban settings.

In 2011, the MTEC Board of Directors commissioned a team of accomplished former principals and staff members to design an innovative charter school proposal. The resulting school, Milwaukee Environmental Sciences Academy (MESA), a MTEC Charter School, emerge formally in 2013.

The Milwaukee Teacher Education Center Board of Directors governs the Milwaukee Environmental Sciences Academy. The MTEC Board oversees the development of the school’s policies and procedures, fundraising efforts, approve the budget and in conjunction with the MTEC Executive Director and community partners hires the school leader. Under the direction of the MTEC Board of Directors, the MTEC Executive Director, evaluates the principal and offers support in the day-to-day leadership and management of the educational program.

The school administrators, which includes a Principal, Dean of Students, Dean of Support Services and Dean of Academics, oversee the day-to-day leadership and management of the educational program, which includes addressing the needs of scholars and parental concerns.

MESA includes a school advisory council consisting of parents/guardians of students (3), a MTEC administrator (1), MESA staff (3), scholars (3), MESA administration (2) and Milwaukee community partners (1), with no faction having a controlling interest. With a commitment to increased academic outcomes for students, decisions are made via consensus, democratic vote or administrative advisement.

II. Plans for Continued Success

Educational Performance

1. What is school’s proposed enrollment and grade levels for the term of the next charter?

The proposed school enrollment is up to 500 pupils, in grades K4-8.

2. Describe any proposed changes to the school’s educational program for the term of the next Charter.

Currently there are no plans of proposed changes for the educational program. MESA administration and staff will continue to implement the EL curriculum and work towards becoming an accredited EL school.

3. Outline the school’s goals and measurable objectives for the term of the next charter.

The tables below provide an “at a glance” summary of the multi-year impact goals, annual

performance benchmarks across all three dimensions, high-level data points, implementation priorities for the year, and the foundational leadership goals. This summary is shared with stakeholders and is used with some staff in conjunction with a comprehensive work plan.

<p>4-Year MKS Impact Goal: Reading-- 100% of scholars will meet or exceed projected growth according to the STAR assessment.</p> <p>Math-- 100% of scholars will meet or exceed projected growth according to the STAR assessment.</p>
<p>2017-18 MKS Performance Benchmarks:</p> <ul style="list-style-type: none"> ● 50% of scholars will increase their written and oral communication skills across disciplines (math, reading and writing) as measured by proficiency in grade level standards ● Evident through various authentic, high quality work displayed ● Evident through rigorous instruction and 80% active student engagement ● 50% of scholars will demonstrate mastery of learning objectives through exit tickets ● 50% scholars will demonstrate growth by growing one grade level per year as measured by the STAR assessment.
<p>Rationale</p> <p>Increasing to 50% of scholars demonstrating the ability to write and communicate orally across disciplines is the first major step towards closing the school’s achievement gap in relationship to the state of Wisconsin. It will be measured and compared to the state using the STAR Reading assessment.</p>
<p>Implementation Priorities:</p> <p>Core Practice 2: Mapping Knowledge Skills and Habits Character- B: Mapping Learning Targets Core Practice 35: Aligning curriculum, instruction and assessment for student achievement- B: Supporting planning, instruction and assessment</p>

Leadership and Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services to build capacity	Data Points/Evidence for Monitoring Progress
<p>LT: I can ensure that math and reading interventions are provided to qualifying scholars consistently.</p> <p>LT: I can apply</p>	<p>Math and Reading interventionist will receive training (PD) and provide training to EA’s who will implement interventions to their respected groups of scholars. This is a train the trainer model</p>	<p>A train the trainer model will be used for PD to ensure interventions are taught</p> <p>Staff will participate in “data day” each trimester (after STAR assessment for the fall, winter,</p>	<p>Evidence of Student Growth Baseline Math and reading STAR data (August 2017 baseline) Mid-Year: Math and reading STAR data (December 2017)</p> <p>Scholar Focus Group with Question Pertaining to Environmental</p>

<p>STAR data to drive instructional practices and differentiate lesson plans to ensure that all learning modalities are implemented.</p> <p>LT: I can post, update and refer to the learning targets.</p> <p>LT: I can support a school culture of stability that fosters a high quality learning environment for all scholars. (Class size, teachers remain in classroom, one grade level per teacher)</p> <p>LT: I can clearly communicate and demonstrate matters of environmental concern in at least one of two expeditions.</p>	<p>for staff that will matriculate downward to scholars receiving high quality and researched based support.</p> <p>Staff will participate in “data day” each trimester (after STAR assessment for the fall, winter, and spring (staff in-service). During these data days we will analyze our assessment data and design instructional plans aimed at continued academic growth in Math and Reading.</p> <p>Walkthroughs and observations will be done to ensure that learning targets are posted and referred to throughout a lesson by administration and instructional coaches.</p> <p>Administration will monitor school culture, which includes; class size, teachers remaining in one classroom, and having one grade level per teacher.</p> <p>Intentional review of materials and surveys in relation to school</p>	<p>and spring (staff in-service).</p> <p>Staff will participate in PD to review the process of writing, referring to, and unpacking learning targets.</p> <p>Administration and staff will monitor class sizes and teacher mobility.</p> <p>Environmental resources and/or partnerships.</p>	<p>Concern/Stewardship</p> <p>End-of-Year: Math and reading STAR data (April 2018)</p> <p>Evidence of Staff Growth</p> <p>Baseline: Walkthrough data (August) Staff retention data (August) Lesson plan data (August) Staff Climate Survey (October)</p> <p>Mid-Year: Walkthrough data (December) Staff retention data (December) Lesson plan data (December)</p> <p>End-of-Year: Walkthrough data (April) Staff retention data (April) Lesson plan data (April) Staff Climate Survey (April) Family Survey (April)</p>
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	<p>climate and culture.</p> <p>Scholars will participate in at least one environmentally focused expedition per year</p>		
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Financial Performance

4. Explain the school’s financial plans and forecast.

The financial plan is to be able to meet obligations along with staying competitive in the market for personnel. In addition to increasing the reserve funds to have the ability to add to the program as needed, the budget forecast and expenses remain on target and support plans for pupil growth, a solid teaching staff, with Educational Assistants. The addition of the assistants and “specials” will allow for more attention to pupils, parent satisfaction and in turn increase school growth and expanded learning opportunities. Finances are monitored closely and forecasts for future growth adjusted as needed.

Organizational Performance

5. Illustrate plans for strengthening parental and community involvement in the school’s educational mission.

At MESA, we do not just enroll scholars; we enroll families. We believe that the more families participate--as advocates, as members of school councils, with fundraisers, as classroom/school volunteers, as learning support at home--the more likely their scholar is to achieve at high levels. We believe the community also plays a vital role in building the success of scholars and relationships, with families and staff.

Community and parent engagement is vital to the success of MESA. And administrative focus continues to be to implement/maintain a model of school, family, and community partnerships that is designed to engage, guide, energized, and motivate students to produce their own academic and behavioral successes.

Parent/Family/Community Volunteers

All families/community members are encouraged to volunteer at MESA. These efforts are coordinated through the Parent and Learning Liaison, the office staff, or a scholar’s teacher. In an effort to be support a volunteer’s skills and/or talents, multiple opportunities are extended including:

1. **Classroom/Library/Tutoring Help**-- Assistance with tutoring, reading, copying, cutting, laminating, or other similar tasks.
2. **Fieldwork/Special Projects**--We are often in need of help on fieldwork days/trips, in the form of chaperoning. Other special projects include helping with the school garden, healthy meals, fitness/recess activities, or art projects.

3. **CREW**--Crew is a form of a meeting that is done everyday in a scholar's classroom and every other week in the gym with other grade levels or whole school. Community and family members are encouraged to join Crew daily or biweekly and join the teachers in the planning process.
4. **Celebrations of Learning**--At the end of each Learning Expedition, scholars share their learning with families and the larger community through a Celebration of Learning. Attendance at Celebration events is required for every MESA scholar. Celebrations of Learning may take the form of book talks, student led tours, demonstrations, or displays. These presentations are a team effort and each scholar's contribution to the success of the group will be part of their grade in the applicable subject area. Dates for the Celebrations of Learning are announced at least one month in advance.
5. **Professional Services/Expertise**--Many times a family member has a special skill, expertise, experience, or hobby that can be brought into the classroom or contribute to a school-wide project. Examples of classroom contributions include a nurse providing feedback on a scholar's health care presentation, an artist teaching animation skills, or a war veteran discussing his or her experiences. These experts also assist MESA scholars in building their background knowledge in preparation for Celebrations.
6. **School Advisory Council**--The School Advisory Council (SAC) is comprised of school leaders, school family members, and community members. The council meets throughout the school year and all interested parties are invited to attend. The purposes of the Student Advisory Council are to address issues related to the school's mission and to support communication between the school, families, and the community.

Newsletter

School newsletters called, "The Eagle's Nest" are now sent home on Tuesdays electronically. "The Eagle's Nest" has critical information about upcoming school events (i.e. dress down days, incentive celebrations, parent tips, etc). Scholars who meet criteria to participate in school-wide incentives have their names listed in the newsletter. In addition, the newsletter includes an overview from the school principal, parent corner from the Parent and Learning Liaison, as well as highlighted images of learning. Parents/guardians are expected and encouraged to read "The Eagle's Nest" carefully each week to remain informed of important information.

Parent Text Alerts

In an effort to assist with immediate communication, MESA implemented a text alert system during the 2017-2018 school year. The form of communication allows parents/guardians to receive text messages and sometimes voice recordings with important school notifications.

ClassDojo

During the 2017-2018 ClassDojo was implanted at MESA. ClassDojo is used to keep parents/guardians informed of their scholar's behavior, as well as character expectations including uniforms, homework, and conduct. Teachers may share photos from class, important updates and wonderful moments. Additionally, we use ClassDojo so that scholars are regularly recognized and awarded for demonstrating strong character, academic effort, and achievement. Teachers and school leadership encourage and look for the six Habits of Scholarship including: integrity, respect, accountability, social justice, perseverance, and collaboration.

ClassDojo is also used to track unacceptable behaviors including, but not limited to disrespect, disruptions to the learning environment, use of profanity, failure to turn in homework, and uniform infractions. Extreme or recurring inappropriate behavior will be handled at the administrative level.

How Do Scholars Earn Points:

- Uniform (1 point)
- Homework submission (1 point) (all assigned work must be fully completed- partial completion or missing full assignments will result in a loss of a point)
- Attendance (1 point)
- Scholars can earn points from all teachers and staff for modeling our 6 habits of scholarship (integrity, respect, accountability, social justice, perseverance, and collaboration).

School Based Incentives for Scholars are awarded by the Dean of Students and include some of the following:

- Dance parties
- Special treats
- Dress Down Days
- Field trips
- Popcorn/Ice Cream/Pizza parties

Scholars who meet or exceed the school-wide goal qualify for the incentives. The incentive dates are shared in the parent newsletter; including the names of scholars who qualify for participation. See below for school goal.

School-wide Goal

Parents have access to log into ClassDojo, and to view the percentage of positive and negative points. The positive points are displayed in green, while the negative points are shown in red. Parents are able to view, specifically, how many points were given or deducted and for what reason. At Milwaukee Environmental Sciences Academy, a MTEC Charter School, our school-wide goal is for each scholar to maintain a positive point percentage of 85%. Please refer to the rubric.

Excellent	95%-100%
Good	85%-94%
Mediocre	60%-84%
Needs Immediate Improvement	40%-59%
Serious Concern (Danger)	0%-39%

How Do Scholars Accumulate Negative Points:

- Failure to wear FULL school uniform (-1 point)
- Absences (unexcused absences result in a loss of 1 point per day)
- Failure to turn in all homework on time. (-1 point)

- Scholars failing to model our 6 habits of scholarship (integrity, respect, accountability, social justice, perseverance, and collaboration)

6. Describe any changes to the school's governance structure.

The Milwaukee Teacher Education Center Board of Directors governs the Milwaukee Environmental Sciences Academy. The MTEC Board oversees the development of the school's policies and procedures, fundraising efforts, approves the budget and in conjunction with the MTEC Executive Director and community partners hires the school leader. The school administrators, which includes a Principal, Dean of Students, Dean of Support Services and Dean of Academics, oversee the day-to-day leadership and management of the educational program, which includes addressing the needs of scholars and parental concerns; along with a school advisory councils consisting of parents/guardians, students, administration and community leaders. With the support of budgetary increases the goal is to include the addition of Dean of Students in the 2017-2018 or the 2018-2019 school year.