



CHARTER SCHOOL DEMOGRAPHIC SNAPSHOT AND PERFORMANCE SUMMARY

Charter School	Milwaukee Environmental Sciences Academy (MESA)	Contract Term	2022/23 - 2024/25
Grade Levels	K4 - 8	Date	October 29, 2024
Contract Max FTE	450	September Enrollment Count	272

MILWAUKEE ENVIRONMENTAL SCIENCES ACADEMY (MESA) 6600 West Melvina Street Milwaukee, WI 53216

SCHOOL PROFILE

Mission	MESA is dedicated to creating a safe, nurturing, and rigorous learning environment that supports the intellectual, physical, social, and emotional growth of all its scholars. Emphasis is placed on engaging scholars in active learning, real-world problem solving, and decision making, with a focus on environmental stewardship and community involvement.
Vision	MESA scholars are propelled to soar academically while demonstrating habits of scholarship that build strong character as they navigate towards college and career readiness with the support of professional lifelong learners.
School Leader	Janet Colvin
Year Opened	2013
Grades Served	K4 - 8

ENROLLMENT INFORMATION

Maximum authorized enrollment	450
Total number of students currently enrolled	274
Average class size	18
Number of students who are currently on the waiting list	0
Number of students who left the school during the prior school year	43
Number of students that completed the prior school year but did not re-enroll for the current school year (excluding graduates)	57
Number of students who have left the school during the current school year	10

DEMOGRAPHIC AND SUBGROUP INFORMATION FOR CURRENTLY ENROLLED STUDENTS (09.12.24)
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Subgroup Population	Number of students	Percent of entire student body	District average (%)
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Black or African-American	246	90.4%	47.1%
Asian	3	1.1%	9.6%
Hispanic	17	6.3%	28.9%
White	1	0.4%	9.2%
Other	5	1.9%	5.2%
Students with Disabilities	24	8.8%	20.3%
English Language Learners	2	0.7%	16.3%
Economically Disadvantaged	229	84.2%	75.1%

INTRODUCTION

MPS follows the principles and standards for contracting, performance evaluation and compliance monitoring established by the *National Association of Charter School Authorizers*. The Charter School Performance Summary rates a school's performance in three broad areas: **Academic Performance**, **Financial Performance**, and **Organizational Performance**. The performance summary is one of the review and evaluation components used as the basis for charter renewal recommendations.

PERFORMANCE RATINGS

Each of the three performance areas as well as each of the individual performance standards will be given a rating of either:

- **Meets Standard**
- **Approaches Standard**
- **Does Not Meet Standard**

The overall rating for each section and the renewal recommendation is completed via collaboration and consensus by the MPS Charter School Contract Review Team after the team's review of the School Performance Summary, Application for Renewal, and site visit.

ACADEMIC PERFORMANCE STANDARDS		
1	WSAS English Language Arts (ELA)	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in English / Language Arts (ELA) that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.
2	WSAS Mathematics	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in mathematics that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.
3	WSAS Science	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in science that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.

4	WSAS Social Studies	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in social studies that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.
5	Early Literacy Reading	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the District's early literacy reading assessment that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades (five-year-old kindergarten, grade one, and grade two) in all MPS schools as recorded on the Student Promotion System.
6	Early Literacy Mathematics	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the District's early literacy mathematics assessment that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades (five-year-old kindergarten, grade one, and grade two) in all MPS schools as recorded on the Student Promotion System.
7	Stability Rate	Achieve a stability rate of pupils in Charter School that is the same as, or higher than, the stability rate of pupils in corresponding grades in all MPS schools. In this contract "stability rate" shall refer to the percentage of students (excluding top grade level) enrolled on the May count date of the first year that are still enrolled on the following year's September count date.
8	Attendance Rate	Achieve an average daily attendance rate of pupils in Charter School that is the same as, or higher than, the average daily attendance rate of pupils in corresponding grades in all MPS schools.
9	Mobility Rate	Achieve a mobility rate of pupils in Charter School that is the same as, or lower than, the mobility rate of pupils in corresponding grades in all MPS schools.
10	Promotion Rate Grades 4 and 8	Achieve a percentage of pupils promoted from grades 4 and 8 in Charter School that is the same as, or higher than, the percentage of pupils being promoted from corresponding grades in all MPS schools.

STANDARD		YEAR 1 2022-23	YEAR 2 2023-24
1	WSAS English Language Arts	School = 7.4% District = 16.3% NO	School = 6.3% District = 24.0% NO
2	WSAS Mathematics	School = 1.5% District = 11.8% NO	School = 1.1% District = 19.8% NO
3	WSAS Science	School = 20.7% District = 20.5% YES	School = 7.9% District = 21.0% NO
4	WSAS Social Studies	School = 29.3% District = 29.9% YES*	School = 14.3% District = 33.1% NO
7	Stability Rate	School = 76.0% District = 79.4% NO	School = 63.2% District = 69.4% NO
8	Attendance Rate	School = 83.5% District = 85.8% NO	School = 84.1% District = 86.8% NO
9	Mobility Rate	School = 2.6% District = 13.4% YES	School = 5.6% District = 15.3% YES
10	Promotion Rate	YES	YES

	<p>School (4th)= 100.0% District (4th) = 99.9%</p> <p>School (8th)= 100.0% District (8th) = 99.8%</p>	<p>School (4th) = 100.0% District (4th) = 99.9%</p> <p>SCHOOL (8th) = 100.0% DISTRICT (8th) = 99.9%</p>																																																		
Percentage of Standards Met by Year	<p>50.0% MET 50.0% DID NOT MEET</p>	<p>25.0% MET 75.0% DID NOT MEET</p>																																																		
UNMET ACADEMIC STANDARDS	SCHOOL'S RESPONSES TO UNMET ACADEMIC STANDARDS																																																			
WSAS - ELA (YEAR 1 and YEAR 2)	<p>MESA will continue to work to improve ELA outcomes for all students. MESA will continue to use the Expeditionary Learning Education curriculum. This curriculum has also been approved for the Science of Reading (ACT 20). English/Language Arts (ELA) is aligned with the Common Core State Standards and Expeditionary Learning (EL) Education philosophy and core practices. While our ELA goal was not met, we have seen significant progress and an upward trend in the EL Education Implementation Review (IR) scores. Our scores moved from a score of 60 in the 2022-23 school year to a score of 102 in the 2023-24 school year.</p> <p>MESA uses data from the skills block in the primary years to ensure that, by the end of second grade students acquire the depth of skills they need in the Reading Foundations.</p> <div style="text-align: center;"> <p>MESA 23-24 BOY TO EOY Skills</p> <table border="1"> <caption>MESA 23-24 BOY TO EOY Skills Data (Estimated)</caption> <thead> <tr> <th>Grade</th> <th>Test</th> <th>Meets Benchmark (%)</th> <th>Approaches Benchmark (%)</th> <th>Significantly Below Benchmark (%)</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>BOY</td> <td>25</td> <td>55</td> <td>20</td> </tr> <tr> <td>Kindergarten</td> <td>MOY (Barnes only)</td> <td>60</td> <td>35</td> <td>5</td> </tr> <tr> <td>Kindergarten</td> <td>EOY</td> <td>65</td> <td>30</td> <td>5</td> </tr> <tr> <td>First Grade</td> <td>BOY</td> <td>40</td> <td>40</td> <td>20</td> </tr> <tr> <td>First Grade</td> <td>MOY</td> <td>15</td> <td>85</td> <td>0</td> </tr> <tr> <td>First Grade</td> <td>EOY</td> <td>50</td> <td>35</td> <td>15</td> </tr> <tr> <td>Second Grade</td> <td>BOY</td> <td>0</td> <td>55</td> <td>45</td> </tr> <tr> <td>Second Grade</td> <td>MOY</td> <td>0</td> <td>40</td> <td>60</td> </tr> <tr> <td>Second Grade</td> <td>EOY</td> <td>25</td> <td>30</td> <td>45</td> </tr> </tbody> </table> </div> <p>The chart above shows that during the 2023-2024 school year, classrooms showed growth in ELA on benchmark tests from the beginning of year (BOY) to the test administered at middle of the year (MOY) and end of year (EOY).</p> <p>As MESA continues this work, teachers will meet with the instructional coach and grade level teams regularly to analyze data, plan for instruction and discuss next steps to ensure understanding of the skills block pacing and how to determine if students are making growth. Regular meetings will help to address any questions or needs teachers may have as well as to help plan instruction based on data.</p> <p>During the 2024-2025 school year we have enhanced our reading and math support by adding Reading Corp who provides additional academic support for our scholars in grades 2 & 3.</p>		Grade	Test	Meets Benchmark (%)	Approaches Benchmark (%)	Significantly Below Benchmark (%)	Kindergarten	BOY	25	55	20	Kindergarten	MOY (Barnes only)	60	35	5	Kindergarten	EOY	65	30	5	First Grade	BOY	40	40	20	First Grade	MOY	15	85	0	First Grade	EOY	50	35	15	Second Grade	BOY	0	55	45	Second Grade	MOY	0	40	60	Second Grade	EOY	25	30	45
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WSAS - MATHEMATICS (YEAR 1 and YEAR 2)	<p>To improve math outcomes for students, we will use the EL recommended adopted Envision's Math curriculum for K5 - 8th grade. This math curriculum is aligned with the Common Core State Standards. While our math goal was not met, we have partnered with EL and will receive additional math coaching and professional development for our teachers, Instructional Coach and school leaders which is in alignment with our School Improvement Plan.</p> <p>MESA will continue to focus on using and analyzing data with fidelity for all grades during our PLC's and staff meetings for the 2024-2025 school.</p> <p>MESA uses pre and post math data to plan lessons, measure student growth and as a tool which allows the identification of scholars skills before and after explicit instruction.</p>																																																			

	During the 2023-2024 school year, the pre and post data revealed that our eighth graders made gains ranging from 8%-61%. Fourth graders made gains ranging from 7%-35%, and second graders made gains ranging from 5%-21% in various accessed skills.
WSAS - SCIENCE (YEAR 2)	<p>We are a science-focused school; in 2022-2023, we met our contract measure in this area. Our students' communication skills have developed through their experiences with expeditions. We are dedicated toward building proficiency in this area.</p> <p>MESA continues to use the Amplify science curriculum this school year. Amplify Science integrates the best instructional practices in science teaching and learning. Students will have numerous opportunities to use hands-on materials, engage with readings, develop evidence-based scientific written arguments, and explore digital application. As identified above, data will be analyzed through our PLCs throughout the school year. This focused work will help to ensure that we have our students' growth at the forefront and that we are using data to inform instruction.</p>
WSAS - SOCIAL STUDIES (YEAR 2)	With a strong emphasis on improving ELA scores and with the shift to the Expeditionary Learning ELA curriculum, we are consistently working to increase the level of rigor within lesson plans to help close the achievement gap in Social Studies. This curriculum is embedded in the Expeditionary Learning ELA curriculum which will help to improve our scores. We will continue to strive to incorporate our Habits of Scholarship into our daily instruction as well.
STABILITY RATE (YEAR 1)	MESA will continue to focus on supporting all of our students and families to ensure student success and continued enrollment with MESA.
ATTENDANCE RATE (YEAR 1 and YEAR 2)	MESA uses a variety of strategies to help support positive student attendance. To foster a culture for great attendance, we have implemented a variety of incentives school-wide. Every classroom participates by highlighting the daily attendance outside of the classroom door. Interclass competitions (with rewards such as ice cream socials, pizza parties, dress down days, certificates, traveling trophy, and lunch with the principal, etc.) for the class with the best monthly attendance are part of these supports. Students receive recognition from peers and the school staff through all-school crew assemblies, extra recess time, homework passes, eagle dollars (school money) for the school store, raffles to win reading books, gift cards, delivery from door dash, staff members personally delivered lunch, school uniforms and school dances. Students are also recognized for improved attendance. MESA uses class DOJO as part of communication efforts to families.
DISTRICT'S ADDITIONAL COMMENTS TO ACADEMIC PERFORMANCE STANDARDS	
WSAS - Social Studies Year 1 (2022-23) <i>*Not Statistically significant</i>	
SCHOOL'S ADDITIONAL COMMENTS OR DATA TO SUPPORT ACADEMIC PERFORMANCE STANDARDS	
<p>Milwaukee Environmental Sciences Academy (MESA) is an Expeditionary Learning Education (EL) school. Our school designer works closely with the staff through professional development and curriculum implementation during the school year and throughout the summer. The school designer also provides leadership and instructional support to the administrative team. Teachers are provided weekly EL coaching support. Professional development on lesson planning, accommodations for students with disabilities, skills block training with the EL Director and MESA's Coach, COMP training through MPS coupled with Crew are all part of that growth for all staff.</p> <p>For the last three years the focus has been on the improved implementation of Crew which helps to build a positive community within the school. MESA continues to foster a community where families feel welcomed and appreciated. In addition MESA has been Nationally recognized for a Better World Day and two scholars will present at the EL conference in Atlanta, Georgia on December 3, 2024. During this event, scholars will highlight our Community Garden and share how the school is contributing to making the world a better place.</p> <p>Next Steps In the 2024- 2025 Milwaukee Environmental Sciences Academy will continue to focus on our culture and climate so that we can continue to support our students,staff and families.</p>	

MESA will continue to:

- Collect data through observations and provide teachers with feedback weekly on lesson plans and instructional practices using accurate student and teacher data.
- Work on planning time to allow reflection, collaboration, and opportunities for peer observation.
- Hold monthly instructional leadership meetings to review, revise, and act on School Improvement and Expeditionary Learning Work plan strategies and goals. (Plan, Do, Study, Act)
- Increase Professional Development aligned with the School Improvement and EL Work plan goals.
- Goal set using the STAR student goals setting worksheets for all students in reading and math.
- Provide coaching, modeling, and observations using the EL coaching model and framework.
- Increase Expeditionary Learning support days including school designer and instructional coach.
- Meet with our EL Designer and Contracted Partners to review the School Improvement and EL Work Plan.
- Support the retention of staff by implementing CREW concepts, allocating resources to support SEL and behavioral needs, and providing a nurturing environment where all voices are valued.

MESA will begin to:

- Take a deeper dive in the review of student work samples and classroom assessments based on standards during the Professional Learning Community meetings.
- Review multiple student data to support lesson plans and differentiation of instruction.
- Focus on tier one instructional strategies with intentionality.
- Have data debrief sessions using formative/summative assessments.
- Focus on math instruction and coaching of math teachers.
- Support new and returning teachers as well as families by providing opportunities for their voice to be heard.

If MESA continues on the current trajectory of fully implementing PLCs that focus on classroom assessments based on standards, social-emotional needs of staff and scholars, retention of staff and consistent leadership, then MESA will become a higher performing school located in an urban community that deserves a school with a science and expeditionary focus.

FINANCIAL PERFORMANCE STANDARDS		
1	Financial Audit	Charter school provides an annual financial audit consistent with the provisions of the charter school contract. There are no material, unresolved, and/or repeat findings.
2	Budget Accounts	Charter school expends and accounts for funds in a manner consistent with the provisions of the charter school contract. Expenditures in any category of the school's annual budget did not deviate by more than 10%, unless mutually agreed upon between MPS and the charter school.
3	Financial Accounting	Charter school expends and accounts for funds in accordance with the federal guidelines set forth in Office of Management and Budget OMB Circular(s), A21, A87, or A122 Circular.
4	Financial Records	Charter school maintains all financial records in compliance with state and federal guidelines and with Generally Accepted Accounting Principles and Standards. Charter school's financial records are consistent with the provisions of the charter school contract.
5	Budget Deficit	When a charter school anticipates a revenue shortfall or deficit from operations, or upon request of MPS, charter school submits within 30 days contingency plans for such revenue shortfalls in accordance with provisions of the charter contract. Plans to manage deficits or other contingencies are explained.
6	Financial Reporting	Charter school complies with all the financial reporting as outlined in the charter contract.

STANDARD		YEAR 1 2022-23	YEAR 2 2023-24
1	Financial Audit	YES	YES
2	Budget Accounts	YES	YES
3	Financial Accounting	YES	YES
4	Financial Records	YES	YES
5	Budget Deficit	YES	YES
6	Financial Reporting	YES	YES
Percentage of Standards Met by Year		100.0% MET 0.0% DID NOT MEET	100.0% MET 0.0% DID NOT MEET

DISTRICT'S COMMENTS TO FINANCIAL PERFORMANCE STANDARDS

2023-24

- **Financial Audit:** Per the external audit, no material or non-material areas of noncompliance or repeat findings were found which was also confirmed by the MPS audit.
- **Budget Accounts:** MESA had a deviation over 10% allowance in salaries (non-instructional), benefits (non-instructional), and materials/equipment (non-instructional). Contracted Schools agreed with the request for allowance.
- **Financial Accounting:** Based on the external, MESA financials are in accordance with generally accepted government auditing standards and MESA appropriately used contract resources and accurately reported expenditures which was also confirmed by the MPS audit.
- **Financial Records and Reporting:** The charter school expenditures and annual operating budgets comply with requirements defined in the contract. There was no instance of non-compliance of financial reporting based on requirements of Governmental Auditing Standards per the external audit and confirmed by MPS audit review.
- **Budget Deficits:** Narrative explained deficit due to timing of contracts and expenditures as well as a slight decrease in enrollment.

2022-23

- **Financial Audit:** Per the external audit, no material or non-material areas of noncompliance or repeat findings were found which was also confirmed by the MPS audit.
- **Budget Accounts:** MESA had a deviation over 10% allowance in salaries (instructional) and benefits (instructional). Contracted Schools agreed with the request for allowance.
- **Financial Accounting:** Based on the external, MESA financials are in accordance with generally accepted government auditing standards and MESA appropriately used contract resources and accurately reported expenditures which was also confirmed by the MPS audit.
- **Financial Records and Reporting:** The charter school expenditures and annual operating budgets comply with requirements defined in the contract. There was no instance of non-compliance of financial reporting based on requirements of Governmental Auditing Standards per the external audit and confirmed by MPS audit review.
- **Budget Deficits:** Narrative explained deficit due to delay of ESSER reimbursement payments.

SCHOOL'S COMMENTS TO FINANCIAL PERFORMANCE STANDARDS

Annual audits are conducted by RitzHolman CPAs. The audit for 2023 -2024 is expected to be received soon from RitzHolman CPAs by October 30, 2024. Funds are spent consistent with federal and state guidelines. Financial records are kept in accordance with GAAP and in manner consistent with the provisions of the charter school contract.

There has been no deficits during the 2022-2023 fiscal years. A deficit is not expected for the 2023-2024 fiscal year. If this were to change, a contingency plan would be submitted. We have complied with all the financial reporting requirements outlined in the charter contract.

ORGANIZATIONAL PERFORMANCE STANDARDS		
1	Annual Performance Audit	Charter school provides for an annual performance audit consistent with the provisions of the charter school contract. There are no material, unresolved, and/or repeat findings.
2	Educational Program	Charter school operates the educational program consistent with description contained in the charter school proposal approved by the Milwaukee Board of School Directors and equips all classrooms with all materials, equipment and supplies required to implement the educational program.
3	School Governance	Charter school governance structure and reporting requirements are consistent with provisions of the charter school contract.
4	Parental Involvement	Charter school employs methods to ensure parental involvement consistent with the provisions of the charter school contract.
5	Title I Requirements	Charter school complies with all of the rules and regulations applicable to Title I funding requirements consistent with federal law and the provisions of the charter school contract.
6	Employee Qualifications and Human Resources Provisions	Charter school complies with all state statutes and provisions of the charter school contract relative to the qualifications and hiring of individuals employed in the school. This includes, but is not limited to, ensuring that all instructional staff hold a current and appropriate license or permit issued by the Wisconsin Department of Public Instruction and background screening for both employees and volunteers.
7	Health and Safety	Charter school complies with all district policies and all local, state and federal laws, codes, rules and regulations that apply to public schools pertaining to health and safety consistent with the provisions of the charter school contract.
8	Pupil Admissions and Enrollment Policies, and Records Retention	Charter school complies with provisions of the charter school contract regarding admissions requirements, pupil enrollment, racial and ethnic balance, and pupil records retention. Charter school adheres to state and federal laws and contract provisions related to nondiscrimination and statutory requirements, nonsectarian status, and pupil tuition and fees.
9	Special Education Compliance	Charter school complies with all of the requirements of the Individuals with Disabilities in Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. School provides a free appropriate public education (FAPE) to children with disabilities, including, but not limited to, identifying, evaluating, planning educational programs, and implementing placements in accordance with those Acts.
10	Transportation and Nutrition Services	Charter school adheres to all provisions of the charter contract relative to transportation and nutrition services.

STANDARD		YEAR 1 2022-23	YEAR 2 2023-24	YEAR 3 2024-25
1	Annual Performance Audit	YES	DUE February 2025	DUE February 2026
2	Educational Program	YES	YES	YES
3	School Governance	YES	YES	YES
4	Parental Involvement (school provides)	YES	YES	YES
5	Title I Requirements	YES	YES	YES
6	Employee Qualifications and Human Resources	YES	NO	YES

	Provisions			
7	Health and Safety	NO	DUE February 2025	DUE February 2026
8	Pupil Admission and Enrollment Policies and Records Retention	YES	YES	YES
9	Special Education Compliance	YES	YES	YES
10	Transportation and Nutrition Services	YES	YES	YES
Percentage of Standards Met by Year		90.0% MET 10.0% DID NOT MEET	90.0% MET 10.0% DID NOT MEET	100.0% MET 0.0% DID NOT MEET
UNMET ORGANIZATIONAL STANDARDS		DISTRICT'S RESPONSES TO UNMET ORGANIZATIONAL STANDARDS	SCHOOL'S RESPONSES TO UNMET ORGANIZATIONAL STANDARDS	
EMPLOYEE QUALIFICATIONS AND HUMAN RESOURCE PROVISIONS		2023-24: Some staff with an expired license. Communication provided to school.	Teacher Qualification/License MESA will continue with hiring highly qualified teachers. The following steps are taken to ensure that we have the best teachers in front of our scholars: <ul style="list-style-type: none"> • A yearly review of license and communication is sent to those who are up for renewal. • Meeting with staff who require a stipulation and informing them of who to connect with for support on filing for an emergency license. • Supporting enrollment of those who meet criteria into our ULC certification program. • Connect with the Staffing/License Compliance Specialist in MPS to support staff in need of emergency licensing. • Reviewing license status prior to recommending for hire. 	
HEALTH AND SAFETY (IMMUNIZATION STATE REQUIREMENT IS 99.9%)		2022-23: 91.2% compliant	Immunization MESA will continue to work to ensure that all students have the required immunization records.	
DISTRICT'S ADDITIONAL COMMENTS TO ORGANIZATIONAL PERFORMANCE STANDARDS				
MESA works collaboratively with Contracted Schools Services and other MPS departments to ensure that all instructional staff hold a current and appropriate license or permit.				
SCHOOL'S ADDITIONAL COMMENTS TO SUPPORT ORGANIZATIONAL PERFORMANCE STANDARDS				
Additional Information on Parental Involvement Milwaukee Environmental Sciences Academy offers a plethora of parent activities. These events are focused on the Continuous School Improvement Plan (CSIP) and EL Work Plan. Parents participate in Crew and are given background information on the Habits of Scholarship. This event is aligned with the culture and climate section of the School Improvement Plan. Our parent engagement activities are centered around our CSIP and EL Work Plan. Parent engagement at MESA is a shared responsibility in which we are committed to reaching out to engage parents in meaningful ways. Parents are committed to actively supporting their children's and adolescents' learning and development. Some of the things we have done to increase parental involvement are: communicating the school's vision through Open House, student led conferences and new parent orientation. We				

also provide a series of activities and occasions for parents to support learning at home/school (Thanksgiving writing activity, electronic DEAR reading log). We encourage parents to be part of the decision making process through parent meetings and surveys. As we move forward in 2024-25 and beyond, we plan to sustain parent engagement by addressing the common challenges to getting and keeping parents involved along with making parents feel welcomed and supporting our teachers in building relationships with families.

Each year, to highlight the science focus and showcase our outdoor classroom, parents of our primary scholars are invited to pick a pumpkin with the principal. This event is very well attended and while it is not a professional development activity it creates a community of culture appreciated by our parents as evidenced by the number of participants. During the spring of the year parents are encouraged to support reading during the summer by attending our annual flashlight reading event where each scholar and parent are provided a book and flashlight to participate in Drop Everything and Read. The alignment of this event supports our EL skills block in grades K-2.

MESA partners with The Running Rebels, a community organization, that has provided informational sessions for scholars and families to join the programs and services they provide for the youth in the community. Several MESA middle school scholars have attended the after school sessions. This is also in alignment with the EL Work Plan.

MESA will continue to be a partner with families to help support the growth of our school and school community.

ADDITIONAL HISTORICAL DATA			
	2022-23	2023-24	2024-25 (10.18.24)
TOTAL ENROLLMENT	296	292	272
CONTRACT PUPIL MAXIMUM	400	440	450
GRADES SERVED	K4-8	K4-8	K4-8
ENGLISH LANGUAGE LEARNERS	0.3%	0.3%	0.7% (2)
STUDENTS WITH DISABILITIES	11.1%	10.6%	9.9% (27)
ATTENDANCE RATE			
ATTENDANCE RATE	83.5%	84.1%	87.8%
ATTENDANCE RATE - STUDENTS WITH DISABILITIES	82.5%	81.5%	85.3%
SUSPENSION RATE	17.5%	15.8%	3.4% (11)
SUSPENSION RATE - STUDENTS WITH DISABILITIES	23.5%	28.6%	9.4% (3)