



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

August 15, 2019

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 a 5 year contract with Milwaukee Public Schools.

Serving over 400 students in grades K4 - 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 ongoing development of a Teacher Training Design Center, located at MESA. The Design Center is 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 this is accomplished by educators partnering with families each day. Continued authorization by Milwaukee Public Schools allows for constant progress in these efforts.

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Sincerely,

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Milwaukee Teacher Education Center

Michael Morgan, Principal
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Martyne Dirden, President
School Governance Board

**Milwaukee Environmental Sciences Academy (MESA)
Charter School Application for Renewal 2019**

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 our environmental e44curriculum 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 that all scholars become ecologically responsible. Scholars focus on living, utilizing investigative strategies, technology and field experiences to delve deeper into the principles of sustainable learning, living, and resources for the community.

The EL Education Model developed in collaboration between Kurt Hahn, the 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, this means that teachers work with scholars to ensure that they are deeply engaged in learning and striving 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 scholars 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 through planned expeditions. Teachers create opportunities for scholars by planning field experiences, which are field trips with a purpose. During the field experiences, 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* event. This is an event in which scholars fulfill the role of docents or guides. The docents from each grade level will present the documentation panel to showcase the process of their learning through sharing their field experiences and information gain.

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 scholars' and teachers' ideas are respected and mutual trust is built. Learning groups are small in EL Education schools, with a caring adult monitoring the progress and acting as an advocate for each child.

Small groups are centered on increasing scholar's skills as well as challenging them while providing the opportunity to practice MESA's *Habits of Scholarship* (accountability, perseverance, integrity, social justice, collaboration, and respect). Teachers infuse the *Habits of Scholarship* into their daily instruction in the form of "Crew" by fostering empathy and caring. Crew's most important component includes a personalized greeting, reading and initiative which are centered on the *Habits of Scholarship*. Teachers facilitate daily Crew meetings in their classrooms. Additionally, there are monthly departmental and whole school Crew assemblies facilitated by the Leadership Team.

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 difficult, and to learn to turn challenges into opportunities.

Through *celebrations of learning*, scholars gain confidence as docents or guides and masters of their learning. They present this content to stakeholders, family members, and community leaders. Scholars are able to demonstrate their mastery of the oral presentation. They 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 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 teachers and educational assistants work with small groups of scholars to develop their skills. Scholars are encouraged to facilitate and collaborate in small groups while teachers or education assistants monitor and provide affirmation and feedback. All teachers have scholars' STAR test data posted as a visible reminder and encouragement to scholars. Self-competition to excel in each class is incentivized by school leaders and teachers to promote student growth with *shout-outs* in all school Crew meetings.

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. In order to meet the needs of all scholars, data drives the creation of learning groups which are heterogeneous and homogeneous.

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 community organizations that align with their expedition topics. Additionally, teachers select a wide range of expedition topics, which are inclusive of different communities and cultures. In doing so, scholars become well-rounded and informed in their understanding, which will deepen their appreciation and respect for others.

MESA is dedicated to providing inclusive practices to support all scholars with needs. As a staff, MESA seeks to provide equitable access to education for all scholars, including those with disabilities, by implementing purposeful, individualized plans with the least restrictive environment. It is our mission to ensure that all scholars' needs are met within the general education curriculum to the greatest extent.

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 which part of the Milwaukee County Parks System. Scholars and adults have partnered with the park in clean-up efforts and learning opportunities. They have had the opportunity to practice "catch and release" fishing during the school day while also analyzing the biodiversity of the pond.

MESA provides scholars with hands-on Science opportunities and field experiences. Dineen Park provides the perfect location to do outdoor research on a variety of subjects. Scholars identify indigenous and non-indigenous flora and fauna and discuss their role in the larger environment and the niche which they believe makes the natural world complete. This pond has allowed us to introduce our scholars to a wide variety of amphibians and fish through observation and hands on activities.

Our understanding of our environment extends outside of our area, and the field experiences we have tie into our environmental theme. We work closely with the Schlitz Audubon Nature Center and the Milwaukee County Zoological Society to provide our scholars with offsite outdoor instruction. This compliments and enriches classroom instruction. Our field experience introduces our scholars to new concepts which are all interconnected to provide the "Big Picture" of how we connect to the natural world.

Our courtyard is currently being restructured. This past Spring, we rebuilt our planting beds and two of our gardens were planted with vegetables while two standing gardens are filled with herbs and greens. We will continue working to turn the courtyard into an outdoor classroom and hope to add more picnic tables to allow for outdoor seating. MESA has come extremely far in the last three years and our environmental connection deepens as more students become exposed to the opportunities we offer.

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, scholars are able to provide each other with feedback to enhance their personal development. Additionally, teachers plan multiple opportunities throughout the instructional day for scholars to reflect on their behavioral and academic performance. Finally, staff serve as critical accountability partners as a part of their individual growth.

10. Service and Compassion- EL Education School's primary functions is to prepare scholars with the attitudes and skills to learn from and be of service. Scholars and teachers are strengthened by acts of consequential service to others.

Our educational program is the integration of learning across disciplines in phases which includes,

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

Science - Engages scholars 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 any time with standards and skill development embedded.

Engineering – Combines math and science.

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

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

The core instructional program includes:

Literacy (reading and writing) - Uses a balanced, integrated approach that focuses on each scholar 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 with sustained physical activity through contemporary sports to develop and maintain a healthy body and lifestyle.

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

Expeditionary Learning/ Project-based learning
Year-Round Education (YRE)

Accelerated curriculum
K-8 Differentiated Instruction
Extra-curricular activities
Extended day
Response to Intervention (RtI)
Support for learners

The implemented MESA curriculum incorporates the following strategies:

Expeditionary Learning/Project-based learning: Filled with active and engaged experiences exploring real-world problems and challenges inspires students to obtain a deeper knowledge of the subjects they are studying. Research indicates that students are more likely to retain knowledge gained through these approaches 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.

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 students and families.

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, and 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 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 are being 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, is pioneered by Dean of Students and includes a monthly focus on the *Habits of Scholarship*.

Differentiated Instruction: Teachers tailor their teaching approach to match their scholars' learning styles. We have the same learning expectations for all our scholars. Instead of using a one-size-fits-all approach, teachers use a variety of methods and best practices to teach. This may include teaching our scholars in small groups or in one-on-one sessions.

Response to Intervention RtI: Response to Intervention (RTI) is a multi-tier approach to the early identification and support of scholars with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, paraprofessional and educational assistant. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual scholars' response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

2. Explain how the school has met goals and measurable objectives during the term of this contract. Highlight growth in student achievement and provide evidence of how the school is making progress towards meeting its academic outcomes.

According to the most recent DPI District Report Card, Milwaukee Environmental Sciences Academy achieved a *Meet Expectations* rating with an overall score of 68.8. Additionally, according to our schools' 2018-2019 Charter PAAR report which reflect the 2017-2018 data, we met was our attendance rate goal. MESA scored 93.1%, compared to the district rate of 90.6%. MESA has a mobility rate of 8.5% which is 1.7% below the district rate of 10.2%.

Our proficiency rate in Math grew from 6.5% to 7% which is a 0.5% increase. The district rate grew from 16.5% to 16.6%. This is a 0.4% difference favoring MESA.

Our ELA proficiency rate grew from 9.3% to 10.1%, which is a 0.8% increase. The district decreased from 19.6% to 19% which is a 0.6% difference. This 0.8% difference indicating that we are trending in the right direction and pacing towards closing the gap between MESA and MPS.

Our proficiency rate in Science grew from 9.7% to 12.1%, which is a 2.4% increase. The district rate grew from 22.4% to 23% which is an increase of 0.6%. This is a difference of 1.8% favoring MESA.

Our proficiency rate in Social Studies grew from 14.5% to 16.9%, which is a 2.4% increase. The district rate change from 25.9% to 25% which is a decrease of 0.9%. This is a difference of 3.3% favoring MESA.

To continue the momentum towards surpassing the district in all areas we are now fully implementing a new curriculum for ELA and Math. Beginning with the 2018-2019 school year we fully implemented the EL ELA curriculum which encompasses science, social studies and math. We significantly increased staff professional development from 8 days to 18 full days.

A special education coordinator position was added to ensure that scholars are receiving services with fidelity.

Beginning with the 2018-2019 school year we re-structured the leadership roles to grade level deans. As a result parent relationships, follow up, support, and satisfaction is increasing. We added a dean of family engagement who works with the community, parents, and external partners.

In a June 3, 2019 letter from Expeditionary Learning Education it was stated in a mid-year update that MESA “success plan showed significant growth experienced over the course of the year... MESA team’s hard work has resulted in an annual Implementation Review (IR) Score this year of 90 – an impressive increase from a score of 76 last year, and 74 the year before that.” We have turned our partnership with EL into that of support and accountability. These positive changes have placed MESA on the trajectory to be a credentialed school within the next 2-4 years.

Financial Performance

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

Through close and consistent budget management, administrative synergies with the parent organization MTEC, and outside funding resources, MESA has met its financial performance standards. MESA continuously meets its target of a balanced MPS budget, and clean audit, as evaluated and reviewed by a third party audit firm.

MESA’s financial performance against the year to date and annual budget is reviewed by the MTEC Board and Finance Committee every other month, and spending is realigned as necessary to meet targets. Administrative synergies are maximized with MTEC, including shared resources in all key support efforts as well as Marketing and Communications. MESA continues to seek outside funding to enhance school programs that will benefit strategic planning projects.

MESA remains financially strong through close oversight by the MTEC Board Chair and Treasurer, Executive Director, Principal and Finance Director. In addition, continued strengthening of MTEC fiscal policies, procedures and balance sheet provides a strong financial foundation for MESA. The oversight team continuously reviews materials and current resources for increased flexibility in managing expenses and improving cash flow management.

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, discipline guidelines, and school facilities. Describe how the community partnerships have impacted students.

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, they are also required to attend at least two academic related events.

In an effort to sustain the 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 a month, and staff are invited to join in order to establish partnerships with parents. Each month of the school year, we invite different organizations from the community to present their resources to the parents. Some of these community organizations includes ACTS Housing, Vroom program, which is through the Medical College of Wisconsin, UWM School of Nursing, and FIIT Prospective. The FAST Institute will be hosting a professional development for staff in September. The Institute will train staff on how to partner with families in the support of students' education and well-being.

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.

Community partnerships are essential in order to bring module topics to fruition. In addition to planning field experiences, teachers contact local community partners related to the science or social studies topics that they are studying. The community partners join the classroom to serve as a local expert in order to provide scholars with expertise so that scholars are able to become well versed on the content. Therefore, scholars are able to develop a well rounded understanding due experiences both inside and outside of the classroom.

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

According to a survey of 112 parents, ninety five percent of them believe MESA is a good school. Ninety three percent believe the school is a safe place for their child(ren). Eighty nine percent feel that communication between home and school is good. Ninety four percent indicate that they can make contact with the teachers and other staff easily. Ninety seven percent said that the school responds quickly to their concerns. Ninety seven percent said the school principal and leaders in the school are committed to the best possible education of their child. Ninety five percent agree that the teachers make them feel welcome. Overall, Ninety five percent indicate that they were satisfied with their child(ren's) school.

According to our survey of 232 third through eighth graders, twenty nine percent are extremely satisfied, thirty nine percent satisfied, twenty four percent somewhat satisfied and seven percent dissatisfied with their school. Overall, students are sixty eight percent of the students are satisfied with their school. The students in grades third through eighth are extremely satisfied fifty seven percent, satisfied, twenty eight percent somewhat satisfied eleven percent and four percent dissatisfied with their school. Overall, eighty five percent of the students are satisfied with their teachers.

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,

emerged 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 and approve the budget. They also hire the school leader, in conjunction with the MTEC Executive Director and community partners. Under the direction of the MTEC Board of Directors, the MTEC Executive Director, the principal is evaluated and offered support in the day-to-day leadership and management of the educational program.

The school leadership team, which includes the Principal, Dean of Primary Grades, Dean of Intermediate Grades, Dean of Middle School, Dean of Family Engagement and Special Education Coordinator, oversee the day-to-day leadership and management of the educational program which includes addressing the needs of scholars and parental concerns.

II. Plans for Continued Success

Educational Performance

1. Describe any proposed changes to the school’s Educational program for the term of the next charter school contract (up to five years).

There are no proposed changes to the educational program. MESA administration and staff will continue to implement the EL curriculum and focus on becoming an accredited EL school.

2. Provide the proposed enrollment and grade levels for the term of the next charter school contract.

MESA proposed school enrollment is a maximum of 500 scholars in grades K4-8.

3. Outline the school’s goals and measurable objectives for the term of the next charter and describe how the school intends to meet these goals.

The tables below provides 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. How the school will meet their goals is shared in column three and four of the chart below. This summary is shared with our stakeholders and is used with staff in conjunction with a comprehensive work plan.

2021-2022 Mastery of Knowledge & Skills Performance Benchmarks
 Reading-- 70% of students will meet or exceed projected growth according to the STAR assessment.
 Math--70% of students will meet or exceed projected growth according to the STAR assessment.

Faculty Learning Target	Student Impact-Connection to ToA	Internal Supportive Structures and Actions (Dimension Teams/ILT)	EL Support and Services to Build Staff Capacity
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<p>CFU- I can support scholars in owning their learning by consistently implementing student discussion protocols (launched with a strategic, rigorous question) as a Check for Understanding (CFU).</p> <p>Interventions- I can plan and implement academic interventions in reading and math based on PALS and STAR assessment data.</p>	<p>If teachers and EAs check for understanding by using student-led discussion protocols that are rich and meaningful, then scholars will become leaders of their own learning and teachers can be more fluid in their instruction.</p> <p>If teachers and EAs lead academic interventions based on data, then we will accelerate closing the achievement gap for our scholars.</p>	<ul style="list-style-type: none"> ● Principal, Deans and Chairpersons will model using and unpacking learning targets during professional development ● Deans will complete formal observations and provide feedback to staff ● Chairpersons will model CFU through the use of discussion protocols during instructional coaching ● Chairpersons will complete informal observations and provide feedback to staff on coaching cycles ● Deans will review and provide lesson plan feedback regarding interventions ● Deans and Chairpersons will train staff on implementation of interventions with integrity ● Deans will create the EA schedule regarding times for interventions with respective grades and classes ● Deans will create an Intervention Log for EAs to complete (dates and times) ● Deans will review EA's running records of student progress on interventions created by the Deans ● Deans and Chairpersons will support teachers in creating intervention groups based on STAR 	<ul style="list-style-type: none"> ● SD will model and give PD on CFU techniques and opportunities (ed. exit tickets) ● SD and PD Specialist will provide feedback on CFU methods observed in classrooms. ● PD Specialist will provide support to teachers in reviewing ELA Skills Block data based on microphases ● PD Specialist will support 3rd-8th grade teachers in using informal assessments (ex: exit tickets) and formal assessments data (unit tests) to inform instruction.
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		progress monitoring and informal data (exit ticket data) to evaluate mastery of standards/skills	
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2021-2022 Character Performance Benchmarks
 All MESA students (100%) will be able to articulate all HOS (respect, social justice, accountability, collaboration, integrity, respect, and perseverance) and reflect (both written and verbally) on how those are used in their daily lives, along with which HOS they are currently working on.

*Walk through data will reveal that 90% of students in all classrooms will be on task and engaged in learning.
 *100% of students will take part in fall and spring student led conferences.
 *100% of 5th and 8th graders will successfully participate in Passages.

Faculty Learning Target	Student Impact-Connection to ToA	Internal Supportive Structures and Actions (Dimension Teams/ILT)	EL Support and Services to Build Staff Capacity
<p>Character LT 1: <i>Student-focused target</i> I can engage scholars in understanding and <u>living out the HoS throughout the day</u>. (Crew, character goal setting, monthly HOS focus)</p> <p>Character LT 2: <i>Teach-focused target</i> I can demonstrate the habits of scholarship/norms in my interactions with staff, parents, and scholars.</p>	<p>Theory of Action: If teachers demonstrate HoS positively where they use opportunities(teachable moments) to discuss, apply, and analyze HoS in action, then scholars will become more accountable for their actions(behaviors).</p>	<p>Principal and SD Designer</p> <ul style="list-style-type: none"> • Mid-year and end-year parent surveys. • Mid-year and end-year staff reflection surveys. <p>Department Deans/APs</p> <ul style="list-style-type: none"> • Dimension Culture Walkthrough • Monthly HoS focus aligned to EL Design Principles-use student friendly format (whole school/multiage/department/ individual classroom crew) • Use referral/attendance data to create groups to work specifically with Deans/APs, social work, psych, and/or principal • Model Crew and provide support (department and whole school/multi-age crew) • Ensure that teachers have anchor charts demonstrating the HoS with looks like, sounds like, feels like • Model crew during PD 	<p>Support designing surveys and focus group questions</p> <p>Training on and norming practice on using Dimensions Walkthrough Crew tool</p> <p>PD on HoS goal setting</p>

		<ul style="list-style-type: none"> • Explain crew expectations for lesson planning • Ensure that teachers have crew targets in their lesson plans and posted in their classrooms • Demonstrate HOS goal setting (how to be ethical people) evidenced in portfolios for SLC 	
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2021-2022 High Quality Work Performance Benchmark
 *MESA scholars will produce high-quality work through drafting and critique that reflects multiple perspectives, connects to big concepts across disciplines (including science/ social studies, and ELA) and matters to scholars and the larger community. Scholars have more leadership opportunities in the development of final products.

Faculty Learning Target	Student Impact- Connection to ToA	Internal Supportive Structures and Actions (Dimension Teams/ILT)	EL Support and Services to Build Staff Capacity
<p>I can support my scholars in producing authentic high quality work that demonstrates strong growth amongst scholars.</p> <p>I can provide quality written and verbal feedback to scholars during the drafting process.</p>	<p>If we have scholars produce authentic HQW then they will take ownership of and pride in our beautiful space.</p> <p>If I provide quality feedback to my scholars then they will be able to create work that is meaningful to the community and beyond.</p>	<p>ILT will calibrate what high quality looks like at MESA after the first module HQWP, and will share expectations (authenticity, complexity, craftsmanship) with their grade level teams.</p> <p>Deans will create a rubric which outlines expectations for documentation panels.</p> <p>Deans will review and provide ongoing written and verbal feedback to staff regarding documentation panels using a rubric.</p>	<p>SD will provide PD on what is HQW and what is quality feedback</p> <p>SD will model feedback and critique in classrooms</p> <p>SD will provide guidance and feedback to teachers on HQW</p> <p>SD will support development of work that will be submitted for display at National Conference.</p>

Leadership Team Mission: This is about creating a student-centered culture, not about just implementing the work plan. The WHY we are doing the WP (it’s about the kids). Equitable outcomes!

Rationale: We believe that when we have a cohesive school vision, partnered with a collaborative staff culture built on relational trust, we will greatly impact student growth in the areas of academic mastery, character and wellness.

Leadership Learning Targets	Structures and Leadership Actions	EL Support and Services to build capacity
<p>We can strengthen the culture of MESA by modeling the HoS and providing consistent feedback to teachers and each other related to their demonstration of the HoS.</p> <p>We can support staff so they can focus on equitable outcomes for all students.</p>	<p>The admin team will work on:</p> <ul style="list-style-type: none"> ● Establishing and following decision-making models ● Establishing norms and reflecting on them regularly ● Using protocols to ensure that all voices are heard and that equity of voice is given ● Holding space for concerns, questions, and disagreement ● Hosting daily morning leadership briefings to ask and answer questions and make sure that we are calibrated with our school vision. ● Admin team will lead department and whole school crew assemblies to model HoS ● Admin team will confer with teachers after walkthroughs to share data and next steps for living out the HoS (bi-weekly) 	<p>SD will collaboratively work with the principal to design staff surveys (mid year and EOY)</p> <p>SD will support use of Dimensions tools</p>

Financial Performance

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

The immediate financial plan is to continue with a balanced budget along the current fiscal path. Increased enrollment and outside funding are key in strengthening our programs, retaining staff and serving MESA families. Over the course of the last two years, we have been able to expand the education program to include music and limited art experiences, the goal continues to provide and add the program with the budget forecast and expenses remaining aligned and competitive within the current market.

Organizational Performance

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

MESA believes in enrolling families to increase participation as advocates, members of school councils, fundraisers, classroom/school volunteers and learning support at home. The more often parents participate in school activities, the more likely scholars are to achieve at high levels. We believe community involvement also plays a vital role in building the success of scholars and relationships with families and staff.

Community and parent engagement are vital to the success of MESA. In the 2018-19 school year we added the position of Dean of Family Engagement. This position give families a liaison that is always in the school and available to meet their needs. Our 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 Dean of Family Engagement, the office staff, or a scholar's teacher. In an effort to support volunteer's skills and/or talents, multiple opportunities are available which includes:

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 every day 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.
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 also assist MESA scholars in building their background knowledge in preparation for Celebrations.

Newsletter

Our newsletter called, "The Eagle's Nest" is 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 with detailed information and updates from the Dean of Family Engagement. 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. This 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 implemented 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.

Parents/Guardians are expected to sign a Daily Behavior Log that teachers will send home to communicate each scholars' behavior according to the coding of the designated grade level Behavior System.

School Based Incentives

School Based Incentives for Scholars will be awarded by the Department Deans and includes such as dance parties, special treats, field trips etc.

Scholars who meet or exceed the school-wide goal will qualify for the incentives. The incentive dates will be shared in our parent newsletter including the names of scholars who qualify for participation. Scholars who are exhibiting HOS earn points on ClassDojo. Scholars will be invited to incentive based celebrations monthly for earning the point totals.

Live School

LiveSchool's software tracks attendance and student behavior with the goal of supporting improvement in school culture.

The Goal of Live School

LiveSchool is an app that helps create a positive learning environment. Research shows that one of the biggest factors on scholars' learning is the classroom environment. Using LiveSchool, teachers and staff are able to create a more positive learning environment for scholars. They can award points for good behavior and hard work, as well as document behavior and comments. Parents can access LiveSchool via a free app or website.

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 leadership, which includes a Principal, Dean of Primary, Dean of Intermediate and Dean of Middle School, Dean of Family Engagement and Special Education Coordinator. These individuals oversee the day-to-day leadership and management of the educational program, which includes addressing the needs of scholars and family concerns. In an effort to strengthen the academic structure, we have added department chairperson in English, Languages Arts and Math to serve as instructional coaches.