

Appendix A
~~Milwaukee Teacher Education~~
~~Center (MTEC)~~
(Rebranded as Urban Learning Collaborative)
Charter School Proposal

**MILWAUKEE
ENVIRONMENTAL
SCIENCES ACADEMY**

MILWAUKEE PUBLIC SCHOOLS
Charter Petition/Proposal Submission Cover Sheet

- A. INCLUDED IN THIS SUBMISSION:
- Executive Summary
 - 15 Page Petition/Proposal
 - CD/Computer Disk
 - Signed Petition (*Instrumentality Petitions Only*)
 - Appendices

Provide the name of the person who will serve as the **primary contact** for this proposed charter school:

_____ Laci _____ Coppins Robbins _____
(First Name) *(Last Name)*

- B. NAME OF CHARTER SCHOOL: Milwaukee Environmental Sciences Academy (MESA)
- Petition • Instrumentality
 - Proposal x Non-Instrumentality

IF NON-INSTRUMENTALITY:

Name of non-profit corporation that will hold the charter: Milwaukee Teacher Education Center (MTEC)

Has the corporation applied for 501-C3 non-profit status? Yes • No

- C. NAME OF CONTACT PERSON: Laci Coppins Robbins, Ed.D.
- TITLE/RELATIONSHIP TO PROPOSED SCHOOL: Executive Director of MTEC
- MAILING ADDRESS: 811 N. Hawley Road, Suite 110
- TELEPHONE: 414-342-1569 414-553-0469
(Day) *(Cell)*
- E-MAIL ADDRESS: Laci Coppins Robbins <lcoppinsrobbins@mteconline.org>

- D. The proposed school will open in the fall of school year: 2013-2014
- Term of charter requested: 5 years

School Year	Grade Levels	Total Student Enrollment
1 st Year	Head Start- Fifth grade	380
2 nd Year	Head Start –Sixth Grade	400
3 rd Year	Head Start –Seventh Grade	425
4 th Year	Head Start –Eighth Grade	450
5 th Year	Head Start –Eighth Grade	450

- 1) I understand the Milwaukee Board of School Directors reserves the right to give priority to petitions and proposals that directly address identified areas of need of targeted student populations within the district and to replicate currently successful schools.
- 2) I certify that I have the authority to submit this petition/proposal and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the petition/proposal process or revocation after award.
- 3) **NON-INSTRUMENTALITIES ONLY:** I understand that seat availability is based on Milwaukee Public Schools enrollment counts. In any year seats may or may not be available.

_____  _____ 08/08/2017
Signature *Date Submitted*

_____ Laci S Coppins Robbins, Ed.D. _____
Printed Name

MILWAUKEE ENVIRONMENTAL SCIENCES ACADEMY

A Milwaukee Teacher Education Center Charter School Proposal

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 - F. The methods the school will use to enable pupils to attain the educational goals under s. 118.02, and promotion/graduation requirements, as well as the manner in which bilingual, special education, guidance, library, support staff services (i.e. diagnostic teacher, social worker, school psychologist) will be delivered to support the identified educational goals. Identify program specific objectives and accountability measures to which the school agrees it will be held accountable.
 - G. The method by which pupil progress in attaining the educational goals under s. 118.01 will be measured. (Referenced in 118.01) Include local assessment measures as Appendix J.
 - H. School Governing Body: The governance structure of the school, including the method to be followed by the school to ensure parental involvement and the plan for addressing parental concerns. {Referenced in 9.12 Administrative Procedure 9.12(g)(1)}
 - I. Subject to sub. (7)(a) and (am) and ss. 118.19(1) and 121.02(1)(a)2., the certifications and qualifications that must be met by the individuals to be employed in the school. {Referenced in 118.19(1) and 121.02(1)(a)2}
 - J. The procedures and requirements that the school will follow to ensure the health and safety of the pupils, including identifying steps to address safety concerns that may arise.
 - K. Describe the targeted student population and the strategies, procedures and requirements by which the school will welcome and recruit a student body diverse in race, language, economic status and special education needs reflective of the school district population.
 - L. Enrollment and grade level distribution chart that shows grades and enrollment

- numbers for each year of the contract term.
- M. A complete proposed budget is attached to this proposal as Appendix G. (Contact the MPS Finance Department for the templates.) If other funding sources besides the per pupil amount, including grants are being sought to supplement the charter school, include the name of the grant the duration of the grant and plans for sustainability if/when the grant funds end.
 - N. The manner in which annual audits of the financial and programmatic (performance and compliance) operation of the school will be performed is as follows:
 - O. The procedures for disciplining pupils. If the charter school will have its own discipline policy, attach it as Appendix H.
 - P. The public school alternatives for pupils who reside in the district and do not wish to attend or are not admitted to the charter school.
 - Q. A description of the school facilities and the types and limits of the liability insurance that the school will carry. If you have a site, identify the facility/location. If planning a shared facility, provide information regarding arrangements necessary for space accommodations/needs.
 - R. The effect of the establishment of the charter school on the liability of the school district.
 - S. The following policies including procedure to inform parents:
 - a) School transportation policy
 - b) School nutrition policy
 - T. Indicate whether the proposed charter school wishes to be an instrumentality or non-instrumentality charter school. Indicate if the school is submitting a petition or proposal. All petitions should attach the signatures as Appendix I.
 - U. Indicate the school year that the charter status is requested to begin, and length (1 to 5 years) of the contract term sought

III. APPENDICES

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IV. BIBLIOGRAPHY

MILWAUKEE ENVIRONMENTAL SCIENCES

A MTEC CHARTER SCHOOL PROPOSAL

I. EXECUTIVE SUMMARY {Referenced in Administrative Policy 9.12 (3)(a)} Maximum 1-2 page overview which identifies the following:

The Milwaukee Teacher Education Center's (MTEC) vision for Milwaukee's children is to improve the learning of all students in urban schools, contribute to the common good as active and productive citizens, develop life-long abilities and interests, and succeed in the world of work using the Expeditionary Learning (EL Education) model. With this vision as the guiding principle, MTEC is proposing to the Milwaukee Public Schools' Board of Directors to open a non-instrumentality charter school for the 2013-14 school year. The mission of **Milwaukee Environmental Sciences Academy, a MTEC Charter School** is to provide a solid, intensive program of academic study aligned with the Wisconsin Core Standards that is dedicated to the intellectual, physical, social, and emotional growth of all students within a safe and orderly environment. Emphasis will be placed on high academic achievement through sustainability literacy engaging students in thinking, problem solving, and decision-making, inspiring students to seek healthy, more sustainable lifestyles in a global society while stimulating the pursuit of higher education. To build a community within Milwaukee Environmental Sciences Academy where students are nurtured, challenged, and encouraged to commit themselves to the goals of the school as well as the community. Milwaukee Environmental Sciences Academy will become a cornerstone for the neighborhood, providing both students and the community with educational opportunities, environmental awareness, and healthy living choices.

GOAL: The goal of Milwaukee Environmental Sciences Academy, a MTEC Charter School is to develop a high performing urban charter school with a focus on environmental sciences using the Expeditionary Learning model. The thread running through this environmental curriculum is the teaching of ecological sustainable practices. The World Commission on Environment and Development (1987) created a definition of sustainability. It stated that: "Sustainable development meets the needs of the present without compromising the ability of future generations to meet their own needs." We will utilize project-based learning and differentiated instruction that nurtures and ensures all students become ecologically responsible. This focus on environmental sciences allows students to explore areas and provide choices and options for healthy living, utilizing investigation strategies, technology, and field experiences to drill deeper into the principles of sustainable learning, living, and resources for our community.

A. THE EDUCATIONAL PROGRAM TO BE OFFERED:

Our educational program is the integration of successful programs and practices with an emphasis on environmental sciences.

Expeditionary Learning (EL Education) 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 any time with standards and skill development embedded.

Fine Arts - Develops a greater appreciation of a student's individual talents, and an understanding and appreciation of the humanities. The use of art encourages fine motor skills, neural development and problem solving.

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

We continue with the basics of all learning, literacy, specifically at the developmental levels.

LITERACY (reading and writing) curriculum offers either two or three hours of literacy instruction per day, depending on the grade level. At the heart of the curriculum, at all grade levels, are the hour-long module lessons. Each grade level includes four modules, which span a full school year. The four modules allow students to build important content knowledge based on a compelling topic related to science, social studies, or literature. Each module uses rich, authentic texts throughout. Additional core areas are listed below.

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.

MUSIC: Assist with the increase capacity in learning other subjects while enhancing skills of children in areas such as language development and spatial-temporal skills.

MINDFULNESS: In accordance with the research mindfulness practice decreases stress and anxiety, increases attention, improves interpersonal relationships, strengthens compassion, and confers a host of other benefits.

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
- E-learning distance and virtual
- Looping
- Year-Round Education (YRE)
- Accelerated curriculum
- K-8
- Differentiated Instruction
- Co-curricular activities
- Extended day

Milwaukee Environmental Sciences Academy will begin with kindergarten (K4) through grade 5 with two classes at each grade level (approximately 350 students). A grade level will be added each year through 8th grade.

Our educational program and implementation strategies will be provided in an environment that offers a year round education calendar (YRE), which promotes the retention of knowledge. In addition, co-curricular and extended day programming will enrich the learning environment. Activities will be, but are not limited to, tutoring, mentoring, sports, and humanities.

With any successful program there needs to be support for learners. Supportive staff will be a critical factor for our educational program and will follow Wisconsin Department of Public Instruction's (DPI) requirements with the opportunity to provide additional counseling and support as needed (i.e., psychological services, diagnostic support). Support for students with special needs will be met as determined by their Individualized Education Plan (IEP).

Parental/guardian engagement is essential to a successful school, and opportunities will be available to enhance their child(ren)'s educational experience and academic performance. A predetermined number of hours of participation will be required for each family along with an annual parent satisfaction survey.

B. NAME OF THE PERSON SEEKING THE MPS CHARTER:

Laci Coppins Robbins, Ed.D., Executive Director of MTEC, is seeking to establish the charter proposal.

C. THE APPLICANT TEAM DEVELOPING THE PROPOSED PROGRAM:

Thomas McGinnity, Sallie A. Brown, and James Sonnenberg are the applicant team.

D. THE EXPECTED STUDENT OUTCOMES: Measurable student outcomes will include:

- Student stability rate of 90% (90% of our students will return to our school yearly)
- Student promotion rate 93%
- Attendance rate 93%
- Value added growth of 110% of national norms as measured by the Wisconsin Alternate assessment(WAA)
- Achieve a higher percentage of students scoring proficient or advanced on the Wisconsin state based assessment measure in all grade levels and subject areas than the average MPS student.

II. CHARTER SCHOOL PROPOSAL seeking a non-instrumentality charter school. ~~for 2013-14 school year.~~

A. A description of the charter concept including vision, mission and rationale for charter status with research supporting the concept.

In 2021 Milwaukee Teacher Education Center (MTEC) has rebranded and will be called the Urban Learning Collaborative and will be used interchangeably hereafter. At the forefront of this proposal are the Core Values/Guiding Principles set forth by the Board of MTEC that promote academic excellence for all children through teacher development and effective leadership in a diverse urban setting. These principles are as follows:

- **Social Justice** – We commit to being tenacious and relentless advocates for equity and excellence in educating all children.
- **Integrity** – We demonstrate honesty, professionalism, and respect in all our relationships and environment.
- **Diversity** – We honor differences by promoting high expectations for all learners. It is our goal to develop a diverse school community culturally and ethnically that reflects our global society exploring language, social differences and cultural beliefs, resulting in respect for differences.
- **Collaboration** – We value teamwork and differences of opinion; we endeavor to meet the learning needs of students, parents/guardians, community, and staff through communication and dialogue.
- **Accountability** – We commit to a culture of evidence and excellence based on the development of the whole child.
- **Innovation** – We demonstrate flexibility, problem-solving, and humor to maintain a proactive disposition to change.
- **Sustainability** – We model and promote effective stewardship for the regeneration of our children, our environment, our community, and our future.
- **Responsiveness** – We adhere to a “prescriptive education” approach to meet the learning needs of each student.

VISION: Milwaukee Environmental Sciences Academy (MESA) Scholars are propelled to soar academically, while demonstrating habits of scholarship, that build strong character, as they navigate toward college and career readiness with the support of professional life long learners.

MISSION: MILWAUKEE ENVIRONMENTAL SCIENCES ACADEMY, A MTEC CHARTER

SCHOOL is dedicated to the intellectual, physical, social and emotional growth of **all** students. Emphasis is placed on engaging students in thinking, problem solving, and decision-making allowing students to function in a global society. We will maintain a climate of high expectations supported through differentiated instruction that meets the needs of all learners within a safe and orderly environment, and promote family and community involvement to create an atmosphere that nurtures academic achievement, and stimulates the pursuit of higher education.

RATIONALE: Developing this school as a charter provides the necessary autonomy that will allow the flexibility in design and implementation. This autonomy, free from many of the rules and regulations imposed by state and local governmental agencies, gives the tools for fair accountability. One important aspect of this autonomy is the opportunity to staff a school with individuals that share a strong commitment to children, the same philosophy, and belief in the mission, vision and ideology of the school. We believe this makes a huge difference in the academic success of the child and the school, and ultimately weighs far more than the overall curriculum. The ability to charter also bridges the social and emotional elements that may have been lost under the auspices of the current school structure that demands a set curriculum and standard day.

B. The name of the person who is seeking to establish the charter.

Laci Coppins Robbins, Ed.D, Executive Director of the [Urban Learning Collaborative formally the Milwaukee Teacher Education Center \(MTEC\)](#), is seeking to establish the charter proposal with the Milwaukee Public Schools Board of School Directors

B. The name of the person who will be in charge of the charter school, and the manner in which administrative services will be provided. Name of charter school person who will address charter contract issues.

The School Leader is [Mr. Michael Morgan Janet Colvin](#), principal. Additional school based administrative services and support will be shared among the school Dean of Academics, Dean of Students and Dean of Support Services. Further resources for family and student support is available through via the Parent and Learning Liaison. All questions regarding this contract proposal and charter contract issues should be addressed to Laci Coppins Robbins, Ed.D. of the [Urban Learning Collaborative MTEC](#) Executive Director. Direct support for classroom educators includes induction, mentoring and professional development services via the [Urban Learning Collaborative MTEC](#) administration offices and various education partners, such as EL Education.

C. A description of how the community wishes to assume more responsibility/support for, or leadership in, the educational process.

The community will be informed of the school's location through a marketing campaign. Efforts will be made to share our philosophy of educating children, along with the mission and vision. We believe that parental/guardian engagement is essential to a successful school and will require parents and students to sign an agreement that will delineate our expectations for our families (i.e., mandatory school uniform policy, agreement with our school's discipline policy, homework policy, parent conferences, and attendance requirements) upon enrollment. We will provide parents/guardians with our staff compact outlining the services that will be provided to their children. Parent/guardian input will be a necessary component in order for our school to flourish and grow. A yearly parent/guardian satisfaction survey will be conducted to assist in gauging our program's effectiveness in our community. We will develop a

parent student compact that will be signed at the time of admission to our school.

Partnerships will be established with a number of community organizations and businesses that will be actively involved in the educational process of our students. Support and commitment letters have been included in this document to verify their involvement in the educational process. Since this school will be adding additional grade levels and advanced programming, this will also give the school ample opportunity to develop additional support as it enhances and expands awareness throughout the community.

In addition, community feedback will be utilized to assess the needs and desires of the surrounding community. Individuals who will be implementing the program will also provide additional input along with prospective partnerships. It will be critical that continuous input is sought to sustain growth as a high performing school.

E. A description of the educational program of the school, and the school's leadership capacity to implement the proposed program. Identify the research-based curriculum and methodologies to be implemented and a description of the parental/community involvement in the development of the educational program.

With any proposed project, it is important to incorporate best practices and elements that have proven successful from practitioners in school development and implementation. We will create a solid foundation of high standards, strong leadership, instructional excellence, and a safe and positive school environment with common instructional routines and strategies implemented across content areas to fully engage students in the learning process. These elements include:

CURRICULUM:

The Milwaukee Environmental Sciences Academy, an [Urban Learning Collaborative a-MTEC](#) Charter School will utilize the [EL Education Model, formerly known as the Expeditionary Learning Model. Expeditionary Learning model \(EL Education\)](#). The goal of the school is to create engaging and rigorous educational experiences within the community that teach character development and foster personal ownership in student learning. [The EL Education The Expeditionary Learning](#) model is based on ten Design Principles and five Core Practice dimensions. The Design Principles describe the philosophy of education and core values of [EL Education Expeditionary Learning](#). The Design Principles are drawn from the work of Outward Bound's founder Kurt Hahn and other educational leaders and are mutually compatible with the mission, philosophy, and strategic goals of Milwaukee Environmental Sciences Academy.

The ten [EL Education Design Expeditionary Learning Design](#) Principles are:

- **The Primacy of Self Discovery** - Learning happens best with emotion, challenge, and requisite levels of support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In [EL Education Expeditionary Learning](#) schools students 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.
- **The Having of Wonderful Ideas** - Teaching in [EL Education Expeditionary Learning](#) 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.
- **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 Expeditionary Learning](#) school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.
- **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 Expeditionary Learning](#) schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

- **Success and Failure** - All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.
- **Collaboration and Competition** - Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete not against each other, but with their own personal best and with rigorous standards of excellence.
- **Diversity and Inclusion** - Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In [EL Education Expeditionary Learning](#) schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.
- **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. Students learn to become stewards of the earth and of future generations.
- **Solitude and Reflection** - Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need time to exchange their reflections with other students and with adults.
- **Service and Compassion** - We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an [EL Education Expeditionary Learning](#) school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

The Core Practice Benchmarks describe [EL Education Expeditionary Learning](#) in practice: what teachers, students, school leaders, families, and other partners do in fully implemented [EL Education Expeditionary Learning](#) schools. The five core practice dimensions work in concert and support one another to promote high achievement through active learning, character growth, and teamwork.

The Core Practice Benchmarks serve several purposes. They provide a comprehensive overview of the [EL Education Expeditionary Learning](#) model, a planning guide for school leaders and teachers, a framework for designing professional development, and a tool for evaluating implementation. Each of the five core practices is comprised of a series of benchmarks. Each benchmark describes a particular area of practice and is organized by components and descriptors.

The Core Practices are:

- **Curriculum:** EL curriculum makes standards come alive through rigorous learning expeditions.
- **Instruction:** Discovery, inquiry, critical thinking, problem-solving, and collaboration are keys to instruction in EL schools.
- **Assessment:** EL schools embrace the power of student-engaged assessment to build student ownership of learning, focus on standards-based learning targets, and drive achievement.
- **Culture and Character:** EL schools build cultures of respect, responsibility, courage and kindness, and are committed to quality work and citizenship.
- **Leadership:** EL schools empower effective leaders who support high achievement and continuous improvement.

Learning Expeditions will be the major vehicle for delivering curriculum at Milwaukee Environmental Sciences Academy. Learning Expeditions are interdisciplinary studies, usually lasting 6-12 weeks, led by a teacher or teaching team. They are based on state standards and local curriculum maps and focus on what teachers determine to be essential content and skills. They use compelling case studies to make content come alive for students. Learning Expeditions typically include one or more skills-rich student project that results in high quality products or performances for an audience beyond the classroom. They involve students in fieldwork (field research) and service learning and connect them with local experts. The elements of Learning Expeditions include: standards, compelling topics, guiding questions, character, literacy, student products,

service, adventure, and assessment.

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

Science: Provides advanced academic studies using real world applications of science connecting students to the technological and societal impacts of science, and integrating concepts of math into scientific exploration utilizing:

- Risk taking
- Critical thinking through discovery
- Inquiry
- Exploration
- Collaboration and team building

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. We will weave technology into the fabric of our disciplines while simultaneously creating a more interactive and responsive teaching model. In this way, we intend to prepare our students to be part of a highly global and interconnected society.

Expeditions: Building upon the field work, scholars participate in activities outside of the school building to gain a greater understanding of the relationship between what they are learning in the classroom and the connection with the broader community and world.

Fine Arts: Develops a greater appreciation of a student's individual talents and nurtures an understanding and appreciation of the humanities. Courses such as art, chorus, and visual arts will be incorporated in our curriculum.

Mathematics: Combines a skill based and an inquiry approach that involves the teaching of problem-solving strategies to help students see the applications of their mathematical understandings in the world around them. The problem-solving focus provides a natural interdisciplinary connection, with the disciplines of language arts and science.

Literacy (reading and writing): Creates a balanced approach that focuses on the academic needs of each student by providing targeted, comprehensive and meaningful instruction that incorporates integration of phonemic awareness, reading, and writing. Grade level standards, and independent reading, and oral language development will also guide instruction and teaching of word study, conventions of print, and vocabulary presented by the instructor to address the needs of the student.

Social Studies: Combines an array of topics that help students expand their understanding of their families, communities, history, and the world. Topics presented provide a wide range of worthwhile questions and experiences utilizing and integrating curriculum across the content areas.

Physical education: Provides students sustained physical activity in order to develop and maintain a healthy body and lifestyle incorporating contemporary activities such as zumba, spinning, yoga and meditation.

Mindfulness: In accordance with the research mindfulness practice decreases stress and anxiety, increases attention, improves interpersonal relationships, strengthens compassion, and confers a host of other benefits.

The MESA curriculum will be implemented incorporating the following strategies:

Project-based learning: Because project-based learning is filled with active and engaged learning and explores 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: Multimedia and virtual learning will spiral from K-8th grade. Students conduct research, participate in field experiences, and present to enhance their discovery learning with the integration of technology.

Looping: Looping--which is sometimes referred to as “multiyear 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. As a K-8 model 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 provide the necessary time to incorporate a rich fine arts program into the curriculum as well.~~

Co-curricular and extended day programming will enrich the learning environment. Activities will be, but are not limited to, tutoring, mentoring, sports, and humanities. Funding of these programs will be through W2, community recreation funds, grants, school budgeting and fee based.

Support for learners: Supportive staff will be a crucial factor for our educational program and will follow DPI requirements with 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).

In order to ensure successful implementation of the curriculum, mandatory and continuous staff development will be required prior to the beginning of the school year, and throughout the academic year. The academic calendar in Appendix A delineates professional development days.

F. The methods the school will use to enable pupils to attain the educational goals under s. 118.02, and promotion/graduation requirements, as well as the manner in which bilingual, special education, guidance, library, support staff services (i.e. diagnostic teacher, social worker, school psychologist) will be delivered to support the identified educational goals. Identify program specific objectives and accountability measures to which the school agrees it will be held accountable.

GOAL 1- ACADEMIC RIGOR: To use best practices, formative and summative assessments, and professional development to meet or surpass the Wisconsin Department of Public Instruction in accordance with the Every Student Succeeds Act (ESSA) standard percentage of all students, including all subgroups, achieving proficiency on the state based assessment measure.

Goal Statement 1:

From Fall to Spring all learners will demonstrate at least one year's academic growth in Reading as measured by the Renaissance STAR Reading Assessment. ~~in corresponding years.~~

From Fall to Spring all learners will demonstrate at least one year's academic growth in Math as measured by the Renaissance STAR Math Assessment. ~~in corresponding years.~~

Methods to achieve goal one:

- (A) Employ a staff that believes in the mission and philosophy of the school, provides ongoing staff development in curriculum, and promote retention of staff through competitive pay and benefits;
- (B) Increase academic growth through periodic assessments, as well as the Wisconsin Alternate Assessment (WAA) for eligible students with special needs and for eligible English Language Learners (ELLs) in the same manner, time frame, and at the same grade levels as the MPS non-chartered schools, along with and analyzing results for instructional modification;
- (C) Utilize differentiated teaching strategies that can help to meet the needs of individual students;
- (D) Serve students with Individual Educational Plans according to the goals written in their IEPs, through collaboration with regular education teachers;
- (E) Maintain a student to instructional staff ratio of approximately 25:2 (teacher and paraprofessional) in K4 through 3rd grade and 25:1 in grades 4-8;
- (F) Employ instructional best practices in literacy and mathematics.

GOAL 2- SCHOOL CLIMATE: To maintain a safe, nurturing, and positive learning community that continually fosters the core values of respect and responsibility for both students and staff.

~~Goal Statement: Demonstrate an improved suspension rate by 2% compared to the previous school year for all learners as measured by Office Discipline Referrals (ODR) from Data Dashboard.~~

Methods to achieve goal two:

- (A) Communicate and implement school wide behavior policies and procedures effectively so that the identified procedures are followed, reinforced, and dealt with consistently among all staff members, and students are taught collaborative/cooperative behaviors.
- (B) Establish a proactive, progressive behavior management system that emphasizes student incentives

to motivate students and increase time on task in the classroom.

- (C) Incorporate reflective practices (restorative justice circles, meditation, yoga) into the curriculum in order to promote healthy lifestyles.
- (D) Monthly reviews of incident referrals and suspension data by grade level, teachers, and infraction in an effort to identify patterns, incident location (i.e. bus incidents, cafeteria, etc.) and professional learning.

GOAL 3- PARENT COMMUNITY ENGAGEMENT: To implement/maintain a model of school, family, and community partnerships that is designed to engage, guide, energize, and motivate students to produce their own academic and behavioral successes.

Goal Statement: By the end of May ~~2025~~ 2022, MESA will increase parent and family engagement from 40% to 80% as measured by Families and Schools Together (FAST) annual parent survey, attendance from by-monthly Parent Leadership Meeting (PLM), parent attendance from student led conferences, winter program, Black History Program, parent classroom volunteers, new parent orientation, parent resource room usage, and exit interviews.

Methods to achieve goal three:

- (A) The Dean of Family Engagement office staff, and/or the scholar's teachers will create multiple opportunities for families to volunteer their time virtually and/or in-person ~~and participate~~ for school activities.
- (B) Assist families, where necessary, to establish home environments to support their children academically, socially and emotionally;
- (C) Create opportunities for families to understand and participate in their child(ren)'s social and academic development through the decision-making process regarding school goals and objectives, and school programming and
- (D) Engage parents in working directly with their children on learning activities at home, and provide ideas to families about how to help students with homework and other curriculum-related materials;
- (E) Provide family support programs to assist families with health, nutrition, and other services.
- (F) Listen and learn from parents/guardians and community as partners in our school.

GOAL 4- ENVIRONMENTAL LITERACY: Prepare students to understand, analyze, and address the major environmental sustainability challenges facing Wisconsin, the United States, and the world.

Methods to achieve goal four:

- (A) Provide field experiences, onsite as well as in our community, as part of the regular school curriculum, and create programs that contribute to healthy lifestyles through outdoor recreation and sound nutrition;
- (B) Incorporate STEAM and project based learning into the environmental sustainability curriculum;
- (C) Provide individuals a set of values and feelings of concern for the environment, and the motivation to actively participate in protecting the environment;
- (D) Provide awareness of The Tbilisi Declaration (UNESCO, Tbilisi Declaration, 1978) which includes the following: "To foster clear awareness of, and concern about, economic, social, political and ecological interdependence in urban and rural areas; To provide every person with opportunities to acquire the knowledge, values, attitudes, commitment and skills needed to protect and improve the environment; To create new patterns of behavior of individuals, groups and society as a whole towards the environment."

GOAL 5: TECHNOLOGY- To integrate and utilize technology as a tool to improve academic achievement and teacher effectiveness.

Methods to achieve goal five:

- (A) Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology;
- (B) Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.
- (C) Apply digital tools to gather, evaluate, and use information.

G. The method by which pupil progress in attaining the educational goals under s. 118.01 will be measured. (Referenced in 118.01) Include local assessment measures as Appendix J.

We will administer the examinations under Wis. Stat. §§ 118.30(1r) and 121.02(1)(r) to pupils enrolled in our school which is the state based assessment measure MESA will also administer the Wisconsin Alternate Assessment (WAA) to all students three times per year to help provide data that can be used to drive instruction in each classroom and measure growth of students in our educational program. We also will be using a report card that is based on the Wisconsin Core Standards. The Wisconsin Core Standards describe what a student should know and be able to do at each grade level in all subjects. The report card also provides information on a child's work habits, behavior, and effort.

H. School Governing Body: The governance structure of the school, including the method to be followed by the school to ensure parental involvement and the plan for addressing parental concerns. {Referenced in 9.12 Administrative Procedure 9.12 (g)(1)}:

The Urban Learning Collaborative MTEC Board of Directors will oversee the development of the school's policies and procedures, fundraising, approve the budget. In conjunction with the Urban Learning Collaborative MTEC Board, MTEC Executive Director, and school community will hire the school principal, while the Urban Learning Collaborative MTEC Executive Director will serve as the direct supervisor and evaluate the MESA principal. The Urban Learning Collaborative MTEC board's by-laws state it can have between 5 and 30 members serving two-year terms with the current board consisting of 9 members.

The school administrators will oversee the day-to-day leadership and management of the educational program which will include addressing any parental concerns. Most of the concerns should be able to be resolved after reviewing our policies and procedures. In the rare case it cannot be resolved by the administration, a parent can request in writing to have the Urban Learning Collaborative MTEC Executive Director review the dispute

Our school will have a school advisory council consisting of: (4) parents/guardians of students (one from each level); (1) The Urban Learning Collaborative MTEC administrator; (2) school staff members; (2) students; (1) community member and (1) school administrator with no faction having a controlling interest. Our school council is committed to increased academic outcomes for our students through decisions made by consensus, democratic vote or advisement to the administrators. For the (2) students participating on the council, one will be from the 5th grade and the other from the middle school level.

I. Subject to sub. (7)(a) and (am) and ss. 118.19(1) and 121.02(1)(a)2., the certifications and qualifications that must be met by the individuals to be employed in the school. {Referenced in

118.19(1) and 121.02(1)(a)2}

All school personnel for whom licensure is required under Wis. Stat. §§ 118.19(1) and 121.02(1)(a)2 shall hold a license or permit to teach issued by the Wisconsin Department of Public Instruction (DPI).

In addition, all guidelines of the Every Student Succeeds Act legislation will be followed when hiring staff.

We will utilize the **Center for Inspired Teaching** screening tools to hire teacher, administrators, and other staff. Center for Inspired Teaching has a direct impact on students by training their teachers to provide high quality, engaging instruction. Central to Inspired Teaching's professional development is a process that encourages teachers to rethink their role in the classroom, from information provider to Instigator of Thought. Inspired Teaching is rooted in the belief that every student possesses the ability to think critically, learn and understand information, and solve complex problems, and that students should spend their time in school engaged primarily in these kinds of activities. It is the teacher's responsibility to find or create a way to reach every student. The teacher-student relationship and the relationship of the principal with teachers and students are essential and the Inspired principles closely align with the EL model and overarching organizational belief system of [the Urban Learning Collaborative MTEC](#).

J. *The procedures and requirements that the school will follow to ensure the health and safety of the pupils, including identifying steps to address safety concerns that may arise.*

Milwaukee Environmental Sciences Academy, an [Urban Learning Collaborative MTEC](#) Charter School will comply with all applicable building, fire and health codes. Students will be provided with a healthy breakfast, lunch and snacks (extended day program) following all city, state and federal guidelines. Future plans include growing various items for consumption as part of our sustainability curriculum.

K. *Describe the targeted student population and the strategies, procedures and requirements by which the school will welcome and recruit a student body diverse in race, language, economic status and special education needs reflective of the school district population.*

It is our goal to develop a diverse school community culturally and ethnically that reflects our global society exploring language, social differences and cultural beliefs, resulting in respect for differences. Milwaukee Environmental Sciences Academy, an [Urban Learning Collaborative MTEC](#) Charter School will conduct a public information campaign and multi-media campaign to ensure that all eligible pupils are aware of the opportunity to participate in its program.

Staggered grade levels and early childhood - Milwaukee Environmental Sciences Academy, an [Urban Learning Collaborative MTEC](#) Charter School will begin with kindergarten through 5th grade and expand a grade level each year to grade 8 with two classes at each grade level, K4-5 (approximately 350 students). The addition of a grade level each year, will provide the added benefit of monitoring closely our diversity and help us focus our recruitment in that area.

The procedures and requirements for admission to the school will be in accordance with Federal guidelines. Sibling preference will also be used.

Include the following appendices: Appendix E Diversity Plan, and Appendix F Special Education Plan that describes the means by which the charter school will include pupils with special needs, including pupils whose special education needs are other than speech and language only, in the charter school's pupil population.

L. *Enrollment and grade level distribution chart that shows grades and enrollment numbers for each year of the contract term.*

Milwaukee Environmental Sciences Academy will begin with kindergarten through grade 5 for the 2013-2014 school year and expand one grade level each year to grade 8, with two classes at each grade level, K-5 (approximately 350 students).

MESA 2022-2025 Enrollment and Grade Level Distribution Chart below.

ENROLLMENT AND GRADE LEVEL DISTRIBUTION CHART

	Year 1			Year 2			Year 3		
	2022-2023			2023-2024			2024-2025		
Grade	Classes	Students per class	Students per grade	Classes	Students per class	Students per grade	Classes	Students per class	Students per grade
4K	2	20	40	2	20	40	2	20	40
5K	2	20	40	2	20	40	2	20	40
1	2	20	40	2	20	40	2	20	40
2	2	20	40	2	20	40	2	20	40
3	2	20	40	2	20	40	2	25	50
4	2	20	40	2	25	50	2	25	50
5	2	20	40	2	25	50	2	25	50
6	2	20	40	2	25	50	2	25	50
7	2	20	40	2	25	50	2	25	50
8	2	20	40	2	20	40	2	20	40
Total			400			440			450

N. The manner in which annual audits of the financial and programmatic (performance and

compliance) operation of the school will be performed is as follows:

A financial and academic achievement audit will be conducted annually per state requirements. The school shall submit audited financial statements of the charter school's operation including an audited list of the revenues, the auditor's management letters and any exceptions noted by the auditors, annually beginning after the first full year. The audit reports shall be prepared by a certified public accountant and submitted within 120 days after the end of the grantee's fiscal year on June 30th.

O. The procedures for disciplining pupils. If the charter school will have its own discipline policy, attach it as Appendix H.

Milwaukee Environmental Sciences Academy, an [Urban Learning Collaborative MTEC](#) Charter School will utilize its own discipline policy that aligns with the MPS Parent/Student Handbook on Rights, Responsibilities and Discipline and also complies with all Wisconsin statutes when disciplining students. In addition, we will develop a parent/guardian student compact that will be signed at the time of admission to our school. Since parental/guardian engagement is essential to a successful school, a minimum number of hours of participation will be required for each family. A parent satisfaction survey will be conducted annually.

P. The public school alternatives for pupils who reside in the school district and do not wish to attend or are not admitted to the charter school.

Under Wis. Stat. § 118.40(6), no pupil may be required to attend the charter school. Students who reside in the district and do not wish to attend the charter school remain eligible to attend the district's schools.

Q. A description of the school facilities and the types and limits of the liability insurance that the school will carry. If you have a site, identify the facility/location. If planning a shared facility, provide information regarding arrangements necessary for space accommodations/needs.

Milwaukee Environmental Sciences Academy, an [Urban Learning Collaborative MTEC](#) Charter School will adhere to all Federal, State, and Municipal laws and regulations and to the MPS Board of School Directors' insurance and risk management requirements. Milwaukee Environmental Sciences Academy, an [Urban Learning Collaborative MTEC](#) Charter School will provide MPS with an insurance certificate before our school opens and will be insured in accordance with the mandates of the district. The certificate of insurance or policies of insurance evidencing all coverage will include a statement that MPS will be afforded a 30 day written notice of cancellation, nonrenewal or material change by any of charter school insurers providing coverage required by MPS.



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
11/28/2011

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Arthur J. Gallagher Risk Management Services, Inc. Two Pierce Place Itasca, IL 60143-3143 Jana Monroe	1-630-773-3890	CONTACT NAME Jana Monroe PHONE (AG, No. Ext): 815-539-1004 FAX (AG, No.): 815-539-6707 E-MAIL ADDRESS: jana_monroe@ajg.com
INSURED Milwaukee Teacher Education Center, Inc C/o Paulatka Litkowski 1017 W 12th Street Suite 100 Milwaukee, WI 53233-1307		INSURER(S) AFFORDING COVERAGE
		INSURER A: TRAVELERS IND CO OF CT 25682
		INSURER B: TRAVELERS IND CO 25658
		INSURER C: ADULT & NOT INS CO 14184
		INSURER D:
		INSURER E:
		INSURER F:

COVERAGES CERTIFICATE NUMBER: 84199015 REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

IRIS LINE	TYPE OF INSURANCE	ADOL INSR	ISLR WDR	POLICY NUMBER	POLICY EFF. (MM/DD/YYYY)	POLICY EXP. (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GENL AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO- JECT <input type="checkbox"/> LOC			166081048565	10/20/11	10/20/12	EACH OCCURRENCE \$ 1,000,000 CAPACE TO RENTED PREMISES (per occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMPMP AGG \$ 2,000,000 \$
A	AUTOMOBILE LIABILITY <input type="checkbox"/> AMP AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS			166081048566	10/20/11	10/20/12	COMBINED SINGLE LIMIT (per occurrence) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
B	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR EXCESS LMD <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 5,000			2570226187096	10/20/11	10/20/12	EACH OCCURRENCE \$ 1,000,000 AGGREGATE \$ 4,000,000 \$
C	WORKERS COMPENSATION AND EMPLOYERS LIABILITY OFFICER/OWNER/EXECUTIVE (Mandatory in WI) If yes, describe cover DESCRIPTION OF OPERATIONS below		Y/N	317034	10/20/11	10/20/12	WC STATU- TORY LIMITS <input checked="" type="checkbox"/> OTHER EL. SMO ACCIDENT \$ 500,000 EL. DISEASE - EMPLOYER \$ 500,000 EL. DISEASE - POLICY LIMIT \$ 500,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)
Milwaukee Public Schools are shown as additional insureds solely with respect to general liability coverage as evidenced herein as required by written contract with respect to work performed by the named insureds.

CERTIFICATE HOLDER Milwaukee Public Schools 5225 W. Vliet Street P O Box 2181 Milwaukee, WI 53201-4181 USA	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE <i>Michael P. Pasch</i>
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Our school plans are to lease a facility from Milwaukee Public Schools.

R. The effect of the establishment of the charter school on the liability of the school district.

- a) The school district shall not be liable to any person not a party to this contract on account of the establishment or operation of the charter school. Further, the school district assumes no obligation with respect to any officer, director, employee, agent, parent, guardian, student, or independent contractor of the charter school, or any other persons receiving services from or doing business with the charter school.
- b) The parties agree that nothing contained in this contract will create any association, partnership, or joint venture between the parties, or any employer-employee relationship between the School District and the charter school.

S. The following policies including procedure to inform parents:

- a) **School transportation policy:** Eligibility is dependent upon the student's home address. Students with an IEP indicating transportation will be transported based upon the student's Individualized Education Program (IEP).
- b) **School nutrition policy:** The school will offer a breakfast and lunch program along with an extended day snack. Parents will be informed of how to apply for free and reduced meals.

T. Indicate whether the proposed charter school wishes to be an instrumentality or non-instrumentality charter school. Indicate if the school is submitting a petition or proposal. All petitions should attach the signatures as Appendix I.

Our charter school proposal is for a non-instrumentality.

U. Indicate the school year that the charter status is requested to begin, and length (1 to 5 years) of the contract term sought.

A five-year charter contract is requested beginning with the 2013-2014 school year.

III. APPENDICES

**APPENDIX B A: STUDENT DAY START AND END TIMES
TENTATIVE STUDENT DAY**

~~7:30 a.m.~~ ~~8:30 a.m.~~ School begins for grades K4-8
~~2:30 p.m.~~ ~~3:45 p.m.~~ Dismissal for grades K4-8

APPENDIX C B: UNIFORM POLICY

Milwaukee Environmental Sciences Academy, a MTEC Charter School, requires all scholars to follow a school uniform/dress code policy. A school uniform policy helps focus scholars on their school work rather than their appearance, encourages school identity, pride, and solidarity between scholars.

All scholars shall wear their uniforms daily. The school will ensure compliance with the school uniform policy using incentives and issuing consequences when scholars are not in compliance.

Uniform Violation Protocols

~~Each time scholars will lose points (each violation results in a two point uniform deduction)
 First offense two point deduction (warning)
 Second offense two point deduction (parent contact via telephone)
 Third offense two point deduction (scholar will be held out of class until the uniform violation is resolved, i.e. parent drop off of uniform or shirt on loan)
 Fourth offense two point deduction (referral to administration for follow up)~~

~~Offenses will reset at the start of a new trimester.~~

Uniform Policy

K4-5th Grade

A. Bottoms

- Solid tan/navy blue/khaki pants
- Solid tan/navy blue/khaki walking shorts/skorts/skirts (knee length when standing)
- Worn at the waist (no sagging)
- Belts or suspenders are required of all scholars wearing bottoms with belt loops
- Navy or white tights or socks

B) Tops

- MESA lime green polo with school insignia (for purchase at MESA)
- Tucked in at the waist
- Cold weather tops- scholars may wear navy blue or white cardigans, (optional with school insignia for purchase at MESA)

C) Shoes

- Closed toe shoes (any color)

Middle School

A. Bottoms

- Solid tan/navy blue/khaki pants
- Solid tan/navy blue/khaki walking shorts/skorts/skirts (knee length when standing)
- Worn at the waist (no sagging)
- Belts or suspenders are required of all scholars wearing bottoms with belt loops
- Navy or white tights or socks

B) Tops

- Monday/Wednesday/Friday: MESA light blue polo with school insignia (for purchase at MESA)
- Tuesday/Thursday: MESA oxford style dress shirts with tie (for purchase at MESA)
- Tucked in at the waist
- Cold weather tops- scholars may wear navy blue or white cardigans (optional with school insignia for purchase at MESA)

C) Shoes

- Monday/Wednesday/Friday: closed toe shoes (any color)
- Tuesday/Thursday: Solid black dress shoes (not casual)

~~**APPENDIX D: IF AN INSTRUMENTALITY, A LIST OF MEMORANDA OF UNDERSTANDING THE CHARTER SCHOOL MAY SEEK TO IMPLEMENT ITS EDUCATIONAL PROGRAM. N/A**~~

APPENDIX ~~E~~ C: DIVERSITY PLAN

It is our goal to develop a diverse school community culturally and ethnically that reflects our global society exploring language, social differences and cultural beliefs, resulting in respect for differences. Milwaukee Environmental Sciences Academy, a Milwaukee Teacher Education Center Charter School will conduct a focused recruitment campaign to ensure that all eligible pupils are aware of the opportunity to participate in its program.

Any student residing in the City of Milwaukee is eligible to attend our school with a preference given to

neighborhood children and siblings. When capacity levels have been reached, parents expressing an interest for their children will be placed on a waiting list.

As part of the admission process, every attempt will be made to determine if our educational program is the most appropriate setting to meet the needs of the student and family. Consideration will be given to the following factors:

- Opportunity for sibling enrollment;
- Geographic proximity;
- Willingness of family to actively participate in the school's educational program;
- Current assessed educational needs and opportunity to progress within the available resources of our educational program.

Milwaukee Environmental Sciences Academy will adhere to all MPS guidelines and policies regarding student assignment and will not impose admission requirements that are inconsistent with MPS policies and guidelines. If Milwaukee Environmental Sciences Academy does not have seats for all students who apply during the application periods, a random selection process (lottery) for enrollment shall be used.

APPENDIX F D: SPECIAL EDUCATION PLAN

Milwaukee Environmental Sciences Academy is committed to serving students with disabilities and will comply with all the requirements of the Individuals with Disabilities Education Act. Students with disabilities will be included in regular education classes for academic and non-academic subjects. A continuum of educational services will be provided to accommodate students with a range of service levels from restrictive to resource, based on each student's Individual Education Plan. A *tentative continuum of special education services* is as follows:

Consulting Teacher Services: Consulting teacher services are defined as indirect services provided by a certified special education teacher to a general education teacher in adjusting the learning environment and/or modifying his/her instructional methods using specially designed instructional strategies to meet the individual needs of a student with a disability receiving instruction in the general education classroom.

Co-Teaching Services: Co-teaching services are defined as the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students. The special education teacher provides these services and general education teacher in partnership to meet the content and skills needs of students in the general education classroom. These services take shape in a variety of manners. For example, teachers co-plan, divide the class, and provide the instruction to smaller groups, or teachers co-plan and then co-instruct different components of the content.

Collaborative Services: a certified special education teacher in a general defines collaborative services education classroom to aid the student(s) in accessing the general education curriculum. These services are provided simultaneously with the general education content area instruction.

Pull-Out Services: Pull-out services are defined as direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher to provide supplementary instruction that cannot otherwise be provided during the student's regular instruction time. These services are provided in an individual or small group setting for a portion of the day. Pull-out services supplement the instruction provided in the general education classroom through consulting teacher services or collaborative/co-teaching services. The specially designed instruction provided in pull-out settings does **not** supplant the instruction provided in the general education classroom.

* Paraprofessionals may provide some, but not all, instruction in the general education and special education classroom. This instruction is always under the direction of the special education teacher. There should be consultative services, to some extent, even if a paraprofessional is assigned full-time to a general education classroom.

We also believe the science focus, the use of strategies such as looping, creating and building relationships, hands-on activities, and field experiences leads to a more productive way of educating students with special needs. Regular education and special education teachers will collaborate on modifying and individualizing instruction. The special education team will be responsible for writing, implementing, and assessing objectives for Individual Education Plans. In the non-academic areas and to the extent possible in academic areas based on the student's IEP, integration will be with peers at the appropriate grade level. Individual Education Plans will be the guidelines for integration of students with disabilities, with regular education students.

APPENDIX ~~H~~E: CHARTER SCHOOL DISCIPLINE POLICY

Discipline is a process that uses teaching, modeling, and other appropriate strategies to maintain the behaviors necessary to ensure a safe, orderly, and productive learning environment by changing unacceptable behavior to acceptable behavior.

The purpose of the Milwaukee Environmental Sciences Academy Discipline Plan is to encourage and support appropriate student behavior throughout the school including the classrooms, hallways, restrooms, playground, cafeteria, gym, media center, music room, assemblies, field trips, etc. A core component to the Milwaukee Environmental Sciences Academy curriculum is to role model, teach, practice, and praise appropriate behavior in the areas of work ethic/effort, respect for authority, and appropriate social interactions/conflict resolution. In conjunction with a school wide Disciplinary Plan, the school will also maintain a consistent positive behavior recognition plan that will outline frequent, tangible rewards that the children can be part of or earn. We will solicit donations and plan motivating activities/field trips.

- A primary purpose of the plan is to support and maintain a safe and orderly environment in all areas of the school. This is done through the establishment and clear communication of student behavior expectations supported by a consistent and fair structure, including rewards and consequences.
- While implementing this plan, school staff will be aware of and accommodate for individual student disabilities and challenges. Individualized behavior plans may be developed for some students.

Milwaukee Environmental Sciences Academy, a MTEC Charter School, focuses on developing a school environment that balances safety and structure within a caring, supportive school community. Scholars work together to solve problems, including problems related to conflicts and behavior challenges. We believe that scholars' growth as kind and respectful citizens requires becoming active members of a caring community, with a focus on using problem solving and decision-making so they can work towards handling conflicts that arise in the best way possible.

When scholars engage in challenging work, receive academic support, and are held to the school's high behavioral expectations, they are less likely to disrupt the class. Our focus on character and academics and our use of multiple approaches to classroom management-- including teacher presence, norming, routines, open communication, and PBIS (positive behavior intervention systems)--address discipline problems in a respectful way.

Discipline Procedures

Our school believes in proactive discipline and providing scholars with skills to solve problems and work collaboratively. When necessary, the following procedures will be used to address misbehavior based on the seriousness of the situation:

- social conferences between scholar and teacher
- removal from the group within the classroom
- removal from the classroom to meet with the Dean of Students for redirection and reflection with the goal of being restored to return to the classroom
- detention (lunch or afterschool)
- conferences between scholar, teacher, and parent(s)/guardian(s) (these may include the Principal and/or the Dean of Students, as needed)
- suspension

- expulsion

In all disciplinary matters, scholars will be given notice and will have the opportunity to present their version of the facts and situation leading to the imposition of disciplinary sanctions to the staff member imposing such sanctions. The latter half of the list (suspension, expulsion) is enacted in cases involving the health and safety of oneself or others, or continuous misbehavior which disrupts the educational program. Parents/guardians will be notified in writing in all cases of suspension. For a complete description of the school’s discipline policy and procedures, please contact the Principal or Dean of Students.

Discipline Plan

As an EL Education (Expeditionary Learning) school, a core component to the Milwaukee Environmental Sciences Academy, a Charter School of MTEC, and curriculum is to create opportunities for scholars to explore new ideas, collaborate with peers, and take risks as they push themselves to achieve at high levels. This can only happen when scholars feel safe emotionally and physically. Therefore we have strong expectations for behavior.

The purpose of MESA's Discipline Plan is to encourage and support appropriate scholar behavior throughout the school including the classrooms, hallways, restrooms, playgrounds, cafeteria, gym, media center, music room, assemblies, fieldwork, etc. in order to maintain a safe and supportive environment for learning AND help scholars develop into respectful and considerate human beings.

All adults in the building will be expected to serve as role models for behavior that is respectful and supportive. Staff will teach, practice, and praise appropriate behavior as reflected in the Habits of Scholarship: respect, integrity, social justice, collaboration, perseverance and accountability.

In conjunction with a school-wide Discipline Plan, the school will maintain a consistent positive behavior recognition plan that will outline frequent, tangible, rewards that children are a part of or earn. As much as possible, these “rewards” will inspire intrinsic motivation, as needed in the “real” world. We will occasionally ask for donations and assistance in planning motivating activities.

- Misbehavior will be treated as a learning opportunity for both scholars and teachers.
- Staff will seek to understand the nature of the misbehavior or conflict, consequences will be logical, and clearly communicated.
- Positive behavior will occur through the establishment and clear communication of scholars = behavior expectations supported by a consistent and fair structure.
- While implementing this plan, MESA staff will be aware of and accommodate for individual scholar disabilities and challenges. Individualized behavior plans may be developed for some scholars.

K4-5th Behavior System

In each crew from K4-5th grade scholars will be using a color coded behavior system.

Purple	Excellent; Has shown 3 of the 6 Habits of Scholarship: <i>integrity, respect, social justice, collaboration, perseverance, and accountability</i>
Green	Good; The starting point for each day

Yellow	Redirection
Orange	Parent contact
Red	Scholar Referral/Dean Contact

Behavior Management System

A Behavior Management System is used order 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. One example of such a system is ClassDojo. We use ClassDojo to regularly recognize and award for demonstrating strong character, academic effort, and achievement. The six Habits of Scholarship include integrity, respect, accountability, social justice, perseverance, and collaboration. ClassDojo is 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

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 which are integrity, respect, accountability, social justice, perseverance, and collaboration

School Based Incentives for Scholars will be 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 will qualify for the incentives. The incentive dates will be shared in via the parent newsletter including the names of scholars who qualify for participation.

School-wide Goal

Parents have access to log into the Behavior Management System, and to view the percentage of positive and negative points. 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%

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 risk losing points.

Administrative Actions for Office Referrals

Generally, the administrator will follow the continuum below. However, higher-level offenses will be dealt with greater measures of discipline.

- Meet with scholar to understand cause of behavior, discussion of future actions; possible family contact and/or probation (if severe).
- Parent(s)/guardian(s) contact to address behavior concern; detention or probation of detention; individual consequences specific to infraction: i.e. clean up, isolated lunch, additional work, apologies, restorative justice practices, etc.
- Parent(s)/guardian(s) conference; detention; suspension or pending suspension
- Suspension and parent/guardian conference; possible additional requirements to return to class; multiple days of suspension; parent/guardian conferences are required: scholar may be referred for placement in an alternative school or recommended for expulsion.

Levels of Infractions

- **Level 1.** This is the lowest level. The teacher or staff member in charge addresses the behaviors. The behaviors are not referred to the office, unless they are excessive in terms of damage, loss, disruption or injury; whereupon they become level 2 events. Any level 1 behavior that shows a pattern of repetition, despite teacher intervention, will be referred to the office as a level 2.
- **Level 2.** Moderate behaviors cannot go unaddressed. These behaviors may be referred to the office for administrative action. The administrator will choose actions based on the facts generally following the continuum below. Repeated behaviors will result in increased penalties and may be handled as level 3 behaviors. Behaviors that are excessive in terms of damage, loss, disruption or injury transfer to level 3 events.
- **Level 3.** This category is considered serious offenses. It includes dangerous, defiant and highly disruptive behaviors. Lower level acts that continue regardless of the best efforts of all interventions may be handled at level 3. Repeated behaviors at level 3 may result in recommendation to an alternative program or expulsion.
- **Level 4.** Most serious offenses, which may result in contacting and actions by law enforcement, charges being filed and/or removal of the scholar from Milwaukee Environmental Sciences Academy, a MTEC Charter School. This category includes repeated fights or assaults, assault on a staff member, possession of deadly weapons, and possession, sale or transfer of drugs.

Behavioral Violation Codes

TYPICAL BEHAVIORS ASSOCIATED WITH INFRACTION LEVEL

Level 1-3 Infractions

- Scholars show respect by refraining from throwing objects, teasing, name-calling or “just playing” in a physically aggressive manner.
- Scholars show respect by refraining from intimidating, threatening or using aggression.
- Scholars show respect by not using profanity or offensive gestures.
- Scholars walk in the building. They are not loud, disruptive or defiant in the cafeteria and throughout the entire building and on the grounds.
- Scholars refrain from the use of physical force (fighting).
- Scholars refrain from serious physical contact, specifically (but not limited to) punches, is strictly prohibited.
- Scholars refrain from engagement in harassment of any staff member or other scholars. This shall include, but not limited to: name calling, stories, jokes, pictures, or objects that are offensive to one’s gender, race, color, natural origin, religion, or disability, unwanted touching, sexual comments, and spreading rumors.
- Acts of retaliation
- Sexual harassment will result in an office referral. Repeated offenses may result in action by law enforcement.
- Scholars will not be in possession of any tobacco products. Students will not use tobacco products in the building or on the grounds.
- Scholars will leave all electronic devices and other valuable property at home, including, but not limited to; iPods/MP3 players, radios, electronic games, telecommunication devices, and toys. Items will be confiscated and returned to parents only.
- Scholars will not falsify documents or signatures. Scholars will not act deceptively or dishonestly; including a scholar copying another scholar’s work and using it as his/her own or allowing a scholar to copy his/her work.
- Scholars will not steal.
- Scholars will not engage in games of chance involving money.
- Scholars will not engage in the destruction or defacement of public or personal property.
- Restitution may be required.
- Victims of aggression are required to report concerns to teacher(s) or administrators.

May be recommended for expulsion (Level 4):

- Scholars in possession, use, or under the influence of, sell, or transfer alcoholic beverages, narcotics, drugs, counterfeit controlled substances, look-alike drugs, or other intoxicating substances, nor possess, sell, or transfer drug paraphernalia on school property, en route to or from school, or at any location of school-sponsored activity.
- Scholars in possession of fireworks or dangerous instruments, which include any instrument, article or substance, readily capable of causing death or serious physical injury. Dangerous instruments shall include pocket knives and knives of all types. Students shall not be in possession of a look-alike weapon.
- Scholars in possession of any deadly weapon from which a projectile, readily capable of producing death or other serious physical injury, may be discharged i.e. gun, any knife;

- nightstick, or other club; artificial knuckles made from metal, plastic, or other similar hard material.
- Any egregious behaviors or offense deemed extremely inappropriate by the Principal

Notice of Suspension/ Expulsion

Notification of Suspension: [Milwaukee Environmental Sciences Academy follows Milwaukee Public Schools Handbook on disciplinary policies and procedures.](#)

Prior to any suspension, the scholar shall be advised of the reason for the proposed suspension. A letter from the Principal or Dean of Students will be sent to the scholar's parent(s)/guardian(s), when the scholar is assigned in-school suspension, or out-of-school suspension, or in recommendation for expulsion.

Notice of In-School Suspension: The suspension notice for in-school suspension shall include at least the following information:

- Reason(s) for the suspension and date(s) of suspension are to be clearly stated
- A parent/guardian is required to participate in a conference with the Principal or Dean of Students in order for the scholar to be readmitted to the regular classroom
- The scholar will not be allowed to participate in classroom and school activities during the suspension period; and appeal procedures shall be clearly stated in detail.

Notice of Out-of-School Suspension

The suspension notice for out-of-school suspension (fewer than five days) shall include at least the following information:

- Reason(s) for the suspension and the date(s) of suspension are to be clearly stated
- A parent/guardian must come to school for a conference with the Principal or Dean of Students in order for the scholar to be readmitted to school
- The scholar will not be allowed to participate in classroom and school activities during the suspension period.
- The scholar is not to go on school property; appeal procedures shall be clearly stated.

Expulsion

Milwaukee Environmental Sciences Academy, a MTEC Charter School, Milwaukee Public Schools, the non-instrumentality authorizer policies and procedures, in alignment with Milwaukee Teacher Education Center policies and procedures.

Students with Disabilities

Students with disabilities may be disciplined, in accordance with the state and federal law, for inappropriate behavior.

School IEP Teams may order a change in the placement of a child with a disability to an appropriate

interim alternative educational setting, or suspend the child for not more than ten (10) days to the extent they could do so with a child without disabilities. (Note: A suspension for more than five (5) days for a child with a disability is available only if the Principal or his or her designee has recommended expulsion of the student to the Board.)

School personnel may order a change in placement to an appropriate interim alternative educational setting for the same amount of time that a non-disabled child would be subject to discipline, but for not more than forty-five (45) days if the child:

- i. Carries a weapon to school or to a school sponsored function; or
- ii. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance at a school-sponsored function. In such case, the district must develop or revise the child's functional behavioral assessment plan.

If the discipline for the special education child involves a change of placement for more than ten (10) days, e.g., an expulsion, then the school must hold an IEP meeting to determine whether the behavior was a manifestation of the child's disability.

- i. If the behavior was not a manifestation of the child's disability, the child may be subject to the same disciplinary actions as a non-disabled student, except the school must continue to provide an appropriate education to the child.
- ii. If the behavior was related to the child's disability, the child may not be subject to disciplinary action for periods longer than ten (10) school days.

A child who is not yet determined eligible for special education and related services may assert any of these protections in response to disciplinary actions if the school system had "knowledge" that the child was a child with a disability before the behavior incident. The school system is deemed to have knowledge if:

- i. The parent of the child has expressed concern in writing to school personnel that the child is in need of special education or related services;
- ii. Behavior or performance of the child demonstrates the need for such services;
- iii. The parent of the child has requested an evaluation of the child for purposes of determining if the child is in need of special education or related services; or
- iv. The teacher of the child, or other school personnel, expressed concern about the behavior or performance of the child to the director of special education or to other school personnel.

If a parent requests an evaluation of a regular education child who is suspended or expelled, the evaluation must be expedited. Pending the results of the evaluation, the child shall remain in the educational placement determined by school authorities.

Appeal Procedures

In-school Disciplinary Actions

Should a parent disagree with disciplinary action of the school other than out-of-school suspensions or expulsions, the parent may appeal as follows:

- Appeals should be made to the Principal by arranging an appointment or by writing the Principal.
- If the parent is dissatisfied with the result of the appeal to the Principal, the parent may appeal to the MTEC Executive Director or designee. Appeals must be filed in writing, within three school days of receipt by the parent of the Principal's notice of disciplinary action.

Out-of-School Suspension (five days or fewer)

1. Should the parent disagree with a suspension of five (5) consecutive days or fewer, the parent may appeal the decision of the school as follows:

2. Appeal requests must be made in writing by the parent to the Principal. Such written request must be filed with the Principal within three school days of the notice of suspension, or the right to review and appeal is waived.
3. If the parent is dissatisfied with the Principal's decision, he or she may appeal the decision to the MTEC Executive Director or designee by filing a written request of appeal within five school days or the right to further appeal is waived.
4. In cases of immediate appeal, if the Principal determines that the student's presence at school does not create a continuing danger to persons or property or an ongoing threat of disruption, the student may be allowed to continue in school on a regular basis until the appeal is considered. A favorable decision will allow the student to continue in school, whereas a decision supporting the Principal will require the student to serve the full days suspension beginning the next school day after receiving notice of the decision. In situations where the student is excluded during the appeal process and the appeal is ultimately favorable to the student, opportunity will be provided for the completion of make-up assignments.

Expulsions

~~Milwaukee Environmental Sciences Academy, a MTEC Charter School, Milwaukee Public Schools, the non-instrumentality authorizer policies and procedures, in alignment with Milwaukee Teacher Education Center policies and procedures.~~

Milwaukee Environmental Sciences Academy follows Milwaukee Public Schools Handbook on disciplinary policies and procedures.

Interventions and Family Involvement Required

We promote a positive school culture and reward scholars for meeting our cultural expectations because it fosters a healthy school atmosphere and prepares them for college and career opportunities. We also rely on family support and involvement when school-wide interventions fail to result in positive behavioral outcomes for scholars. Parents are required to get involved and attend mandatory meetings at the following points.

1. If a scholar's weekly average points drop below the 59% range, "needs immediate improvement" for two consecutive weeks within the current trimester, a parent must meet with the Dean of Students, scholar, and HR teacher.
2. If a scholar's daily points drop below 39%, three or more days within one school week, the parent must meet with the Dean of Students, scholar, and HR teacher
3. If a scholar is absent 5 days from school (unexcused), parent/guardian must meet with the Dean of Students, scholar, and HR teacher
4. If a scholar is absent 10 days from school (unexcused), parent must meet with the Dean of Students, scholar, and HR teacher, Parent and Learning Liaison, and social worker. At this point a scholar may be retained. A referral to the district attorney may be made by the school.
5. If a scholar is absent 15 days from school (unexcused) parent must meet with the Dean of Students, scholar, and HR teacher, Parent and Learning Liaison, social worker, and Principal. A referral to the district attorney may be made. Scholar may be retained.

~~**APPENDIX I: PETITION SIGNATURES, IF APPLICABLE (INSTRUMENTALITY SCHOOLS)**~~

APPENDIX KF: SAMPLE STUDENT/TEACHER WEEKLY SCHEDULE

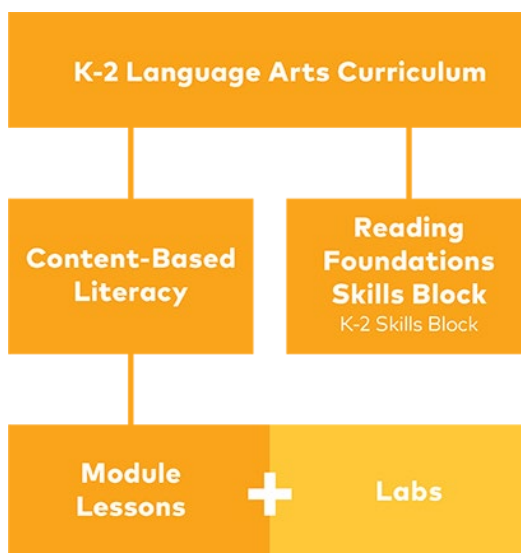
MESA Sample Student/Teacher Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00	Teachers Report	Teachers Report	Teachers Report	Teachers Report	Teachers Report
7:30 -7:45	Student Arrival & Breakfast	Student Arrival & Breakfast	Student Arrival & Breakfast	Student Arrival & Breakfast	Student Arrival & Breakfast
7:45 - 8:15	Morning Crew	Morning Crew	Morning Crew	Morning Crew	Morning Crew
8:15 - 10:15	Literacy Block	Literacy Block	Literacy Block	Literacy Block	Literacy Block
10:15 - 11:15	Math Block	Math Block	Math Block	Math Block	Math Block
11:15 – 11:25	Recess/Crew Check In	Recess/Crew Check In	Recess/Crew Check In	Recess/Crew Check In	Recess/Crew Check In
11:25 – 11:55	Lunch	Lunch	Lunch	Lunch	Lunch
11:55 - 12:20	INTERVENTIONS	INTERVENTIONS	INTERVENTIONS	INTERVENTIONS	INTERVENTIONS
12:20 – 1:15	Science	Science	Science	Science	Science
1:15 – 2:20	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
2:20 – 3:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

APPENDIX L G: ADDITIONAL CURRICULUM INFORMATION TO SUPPORT EDUCATIONAL CONCEPT

LITERACY will consist of the following components:

K-2 Language Arts



The last unit of each module, **Unit 3**, culminates with a performance task. This is where students have created their “magnificent thing” and are writing about it, bringing together what they know about tools, collaboration, and perseverance (and magnificent things!):

What students learn in Units 1 and 2 helps them prepare for this performance task. (This is the principle of “backward design” in action.)

In **Unit 1** students read, sing, discuss, dramatize, draw, and write to acquire strong content knowledge as well as the literacy skills that they need to do so. Students informational texts, learn how to ask and answer questions about the many texts they work with, and they learn to collaborate and converse with one another, capturing their thinking in pictures and words.

In **Unit 2**, they begin work with “close reading” of a complex text. In primary grades, this close reading happens through hearing the text read aloud (i.e., a close read-aloud). Teachers use a close read-aloud guide to conduct a series of sessions (across multiple lessons) that invite students to analyze and discuss this rich literary text. During the module lessons in this unit, students also do a series of design challenges that give them hands-on experience with collaborative problem solving.

As the lessons in each unit progress, teachers regularly check in on students’ progress. Each unit has a standards-based assessment built in. Here, students read, write, or speak with increasing independence about the texts they have been working with. These assessments help you in two ways: They allow you to have a clear sense of what your students can do and cannot yet do, and they give you valuable information about how best to use the time in the K-2 Labs for her students’ benefit.

Almost every day, K-2 students share songs and poems. These serve many functions: They give students cues about transitions from activity to activity, help build a positive classroom community, build fluency, give students opportunities to practice specific language standards, and give students a

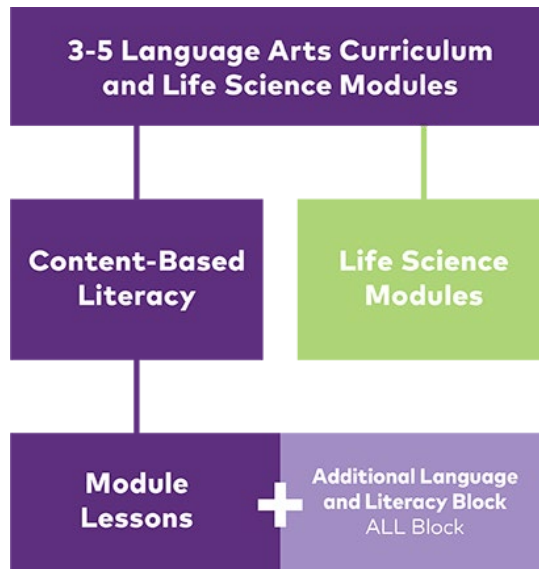
deep schema for rhythm and syntax. And, they are joyful.

This unfolding of the three units means that by Unit 3, when the performance task is introduced students are fully equipped to create their “magnificent things” and to synthesize their understanding of what they accomplished through supported, standards-based writing.

The curriculum offers either two or three hours of literacy instruction per day, depending on the grade level. The Grades K-2 curriculum offers two hours per day of content-based literacy (Module Lessons and K-2 Labs) plus one hour of structured phonics (the K-2 Reading Foundations Skills Block).

Together, these three hours of curriculum are considered comprehensive, meaning that they explicitly teach and formally assess all strands and standards of the Common Core English language arts (ELA) standards for each grade level.

3-5 Language Arts



The last unit of each module, Unit 3, includes the performance task: an extended, supported writing task or presentation where students need to successfully bring together what they know about this topic. This is where students are writing choose-your-own-adventure narratives, bringing together what they know about the armadillo and what defenses it has to help it survive (and what they know about writing).

In Unit 1, students read, discuss, dramatize, draw, and write so that they acquire strong and specific content and background knowledge, as well as the literacy skills that they need to do so. Ms. Henderson’s fourth graders learn what “natural defenses” are, they learn what predators do, and they learn about the many kinds of defenses that animals have depending on their habitat. In the process, the students learn to read closely, reread carefully for meaning, gather evidence, and develop a paragraph.

In Unit 2, they take this basic understanding to a deeper level. They do more research and discuss with one another what defenses specific animals might have. With close support, they respond to a prompting question to write a full multi-paragraph essay about animal defenses.

Throughout, for homework, students are reading independently at their own level. They are using research texts to gather deeper and deeper knowledge about how animals use natural defenses to survive and thrive.

As the lessons in each unit progress, you have the opportunity to carefully check in on her students' progress. Each unit has two built-in assessments: a mid-unit assessment (usually reading) and an end of unit assessment (usually writing). These assessments help you as the teacher in two ways: They allow you to have a clear sense of what her students can and cannot yet do, and they give you valuable information about how best to use the time in the ALL Block for your students' benefit.

The Grades 3-5 curriculum offers two hours of content-based literacy instruction per day (Module Lessons and the Additional Language and Literacy [ALL] Block), with an additional optional companion Life Science module, which accompanies Module 2 for a third hour of instruction lasting eight to nine weeks. With or without the Life Science module, the two hours of content-based literacy are considered comprehensive.

Middle Grades- The five tenets of the middle school reading program include:

- Teachers provide students with explicit vocabulary instruction both as part of reading and language arts classes, and as part of content area classes, such as science and social studies. By giving students explicit instruction in vocabulary, teachers help them learn the meaning of new words and strengthen their independent skills of constructing the meaning of text.
- Teachers provide adolescents with direct and explicit instruction in comprehension strategies to improve students' reading comprehension. Comprehension strategies are routines and procedures that readers use to help them make sense of texts.
- Teachers provide opportunities for students to engage in high quality discussions of the meaning and interpretation of texts in various content areas as one important way to improve their reading comprehension.
- To foster improvement in adolescent literacy, teachers use strategies to enhance students' motivation to read and engagement in the learning process. Teachers help students build confidence in their ability to comprehend and learn from content area texts. Some adolescents need more support to increase literacy skills more than regular classroom teachers can provide.
- Students who are unable to meet grade-level standards in literacy often require supplemental, intensive, and individualized reading intervention to improve their skills.

Writing is supported through the use of shared and interactive writing (a focal point of the primary grades), writing workshop, and journal writing. The writing workshop utilized on a daily basis allows students to:

- Communicate effectively through writing for a variety of purposes and for different audiences
- Employ varying ranges of strategies during the writing process
- Apply knowledge of language structure, conventions, genre, etc. to create various products
- Learn and use editing techniques to improve quality of writing

MATHEMATICS will consist of the following components:

- The mathematics curriculum will build on Wisconsin Core Standards such as numeration and order; measures and measurement; operations; patterns, functions, and sequences; data and chance; geometry and spatial sense; and algebra and the use of variables.

- The mathematics curriculum will integrate mathematics into other subject areas; mathematics becomes part of ongoing classroom routines and the transitional moments that occur every day. Our teachers will incorporate mathematical ideas and routines throughout the school day and encourage the children to continue the routines at home with their families.
- Research that suggests that students rarely learn new concepts or skills the first time they experience them, but fully understand them only after repeated exposures. Students in our mathematical program will study important concepts over consecutive years; each grade level builds on and extends conceptual understandings established in prior grades.
- Our instructional model will blend exposition and discussion, individual and group work, explorations, and projects.
- In each grade level of the program, students will experience hands-on, student-centered, small-group activities, which introduce them to various mathematics concepts. Children also learn and practice basic facts throughout the curriculum in the context of problem solving, choral drills, and a variety of games.

LANGUAGE ARTS

The curriculum will concentrate on the student's ability to write to a specific writing genre, to clearly communicate thoughts and ideas, and to master sentence structure, grammar and spelling. We envision writing not as a discrete subject, but as an important aspect of all content areas. Students will become proficient in different genres of writing based on a rubric system of scoring. Although students will be exposed to all forms of writing, concentration of study will be on the four genres of writing: expository, descriptive, narrative and persuasive. Our special education students receive small group instruction based on their IEP, which provides opportunities for more one on one instruction for each student. This method allows the students opportunities to achieve their IEP goals. We will develop a writing portfolio, which will be continually monitored by both student and teacher for growth and proficiency. Instruction in study skills, listening skills, and oral communication will be provided at all grade levels.

Exposing children to public speaking will further encourage communication skills, which are introduced in reading instruction.

SOCIAL STUDIES

Milwaukee Environmental Sciences Academy is dedicated to providing all students with information and skills necessary to become productive citizens in a democratic society. This means that students will explore the various areas of the social sciences. Students will also be taught the skills of the historian which include the ability to analyze primary sources, recognize bias, and fit events into an historical context. An emphasis of economics and career/trade education will be provided. This will enable students to develop their talents into usable careers and develop leadership skills. Ideas for accomplishing this include community service activities, job shadowing, career opportunities, and speakers. A survey of businesses in the community will be conducted to determine availability of speakers, job shadowing opportunities, tours, and partnerships.

MULTI MEDIA AND VIRTUAL LEARNING

MESA teachers and scholars will use a variety of technology tools to support and enhance their learning in all subject areas, including learning expeditions. Focus areas will be on using technology to help scholars: access reading material, use software programs to practice skills, conduct research, communicate their learning, and practice interventions. A computer lab will allow for large group work in middle school. Chromebooks will support learning within and outside all classrooms.

Professional development for staff will also utilize online resources in order to individualize opportunities to support the needs of teachers. The resources will include nationally disseminated modules as well as locally developed and targeted packages.

MINDFULNESS

Scholarly research finds that mindfulness practice decreases stress and anxiety, increases attention, improves interpersonal relationships, strengthens compassion, and confers a host of other benefits.

For instance, studies find that youth benefit from learning mindfulness in terms of improved cognitive outcomes, social-emotional skills, and well being. In turn, such benefits may lead to long-term improvements in life. For example, social skills in kindergarten predict improved education, employment, crime, substance abuse and mental health outcomes in adulthood Jones, D. E., Greenberg, M., & Crowley, M. (2015).

The MESA Mindfulness classes will use yoga as a foundational tool and entry point for students. Scholars will learn specific strategies to build self-awareness of thought, emotions, bodily sensations and surrounding environment with openness and curiosity.

SCIENCE

Our science curriculum at the elementary school level will contain basic concepts in science education, health, and environmental education, and sustainable development of local resources. It aims at bridging the gap between children’s science knowledge and their daily conduct, thus making science more relevant to their life in the 21st century and to their aspirations for further education. The topics of the curriculum fall within six themes in all the grades: *plants and their habitats - animals and their habitats - man and his health - matter and energy - the earth and the universe - man and the environment*.

Our science curriculum is an integrated system of content, objectives, instruction, and evaluation. The core instructional strategy for our curriculum will be project-based learning which is a “hands on” approach to involve students actively in the learning process. It inspires students to obtain a deeper knowledge of the subjects they are studying and 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. There will be a balance between theoretical presentation of knowledge and practical science activities within and outside the classroom. In addition, we will incorporate individual and cooperative learning methods, the use of educational technology facilities, and coordination of science with other subject matter into our curriculum even at the youngest of ages.

APPENDIX OH: LOCAL ASSESSMENTS

Our school will provide our students with standards-based report cards in kindergarten through 8th grade that are based on the Core Standards (<http://www.corestandards.org/>). A standards-based report card lists the most important skills students should learn in each subject at a particular grade level. For example, in math, a first-grade report card might list these skills: number and operations, patterns, functions and algebra, geometry, and spatial sense, measurement, data analysis, statistics and probability. Instead of letter grades, students will receive marks that show how well they have mastered the particular skills. The marks show whether the student is beyond grade level expectations (advanced proficient), meeting grade level expectations (proficient), showing progress but not meeting (basic) or showing little or no progress (minimal). On many traditional report cards, students receive one grade for reading, one for math, one for science and so on. On a standards-based report card, each of these subject areas is divided into a list of

skills and knowledge that students are responsible for learning. Students receive a separate mark for each standard.

The marks on a standards-based report card are different from traditional letter grades. Letter grades are often calculated by combining how well the student met his particular teacher's expectations, how he performed on assignments and tests, and how much effort the teacher believes he/she put into the subject area. On standards based, if child is proficient, it is marked proficient, not an average of all of the student's efforts.

APPENDIX P I: ANY OTHER PERTINENT INFORMATION

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