



FY21 Non-Instrumentality Charter School Improvement Plan		<i>All evidence data needs to be updated monthly. Update progress made for each contract measure prior to each instructional walk. Continuous Improvement Plan Rubric (DPI)</i>	Date Updated: March 22, 2020
ESSA Identification:	Targeted Support and Improvement (TSI) - Students with Disabilities ESSA Accountability Report 2017-2018: Not Identified ESSA Accountability Report 2018-2019: Identification Year - Year 1 (cohort 2019-20) ESSA Accountability Report 2019-2020: TBD		
Resource Inequity Tool	Resource Inequity Tool 2019-20		
Reopening Plan 2020-21	MESA Reopening Plan 2020-21		
EL Work Plan 2020-21	MESA 2020-21 EL Work Plan		
SCHOOL NAME	Milwaukee Environmental Sciences Academy	Contract Term 2020/21 - 2021/22	
School Mission and Vision	<p>Mission: As an EL Education School (formerly known as Expeditionary Learning), Milwaukee Environmental Sciences Academy, a MTEC Charter School, is dedicated to creating a safe, nurturing, and rigorous learning environment that supports the intellectual, physical, social, and emotional growth of all its scholars. Emphasis is placed on engaging scholars in active learning, real-world problem solving, and decision making, with a focus on environmental stewardship and community involvement.</p> <p>Vision: MESA scholars are propelled to soar academically while demonstrating habits of scholarship that build strong character as they navigate towards college and career readiness with the support of professional life long learners.</p>		
Root Cause Analysis 2020-21	MESA Academic Data Review and Root Cause Analysis		

<p style="text-align: center;">Leadership Team Members and Roles</p>	<p> MESA Leadership Team Members and Role MESA Leadership Team Meeting Dates 2020-21 MESA Leadership Team Meeting Agendas Administration Team Meeting Agenda 2020-07 Leadership Meeting 2020-07 Leadership Meeting 2020-09 Leadership Meeting 2020-08 Leadership Meeting 2020-08 Leadership Meeting 2020-10 Leadership Meeting 2020-11 Leadership Meeting 2020-12 Leadership Meeting 2020-12 Leadership Meeting 2021-01 Leadership Meeting 2021-02 Leadership Meeting 2021-02 Leadership Meeting 2021-02 </p>
<p style="text-align: center;">SIP Reviews</p>	<p> CYCLE 1 SIP Review CYCLE 2 SIP Review Cycle 3 SIP Review (End of Year) </p>

Instructional Practices

Contract Measures 1-8, 14

Strategy(s) / Action Steps / Tasks <i>Supports contract measures 1-4, 8, 9, 10 (instructional measures)</i>				
<p>Strategy: Our school will implement an intentional focus on curriculum alignment throughout all grades. This continuum of high-quality instructional programs and practices is designed to strengthen core instruction and build a strong foundation across content areas with a focus on mastery of reading, writing, and mathematical skills.</p>				
<p>Tier 1 Instruction Action Step: Our school will create, implement, and monitor an overarching instructional plan to address reading, writing and math focus areas and strategies throughout the 2020-21 school year through the use of evidence-based professional learning for staff in content knowledge and instructional practices. The professional learning will be aligned to curriculum, assessments and standards focusing on a topic for a minimum of 50 hours overtime. Authentic experiences will be provided where teachers can collaborate and struggle through issues related to implementing the new information into their practice. All professional learning will include measurable outcomes for learning, implementation, and student learning. Ongoing support must be evident such that staff is provided coaching, mentoring, observations and feedback to successfully implement their learning.</p>				
Timeline	Tasks	Person Responsible <i>Who will be doing the work</i>	Evidence of Completion and Quality / Fidelity <u>Samples</u>	Date Completed
<p>Cycle 1: Tier 1 Instruction Professional Learning: Nine Week Cycle of Implementation Dates: August 17 - November 13 Virtual Instruction</p>	<p>Professional Learning Plan: Professional Learning opportunities around the EL work plan which include high-quality lesson plans high-quality Learning Targets (LT)high-quality questioning, and Checks for Understanding. Grade/Level(s): K-8th - differentiated based on staff knowledge and understanding</p>	<p>J. Hardgrove, T. Gandy, and J. Wallace</p>	<p>Sign-In Sheets, Agendas, Handouts, Checks for Understanding</p> <p>Staff goal-setting documents</p> <p>https://docs.google.com/document/d/1ITA1eZ7bAPV7GFNHmPtaw7q9x6RigPsrHVG7AU7do9Q/edit?usp=sharing</p>	<p>October 23, 2020</p>
	<p>Implement in Classrooms – Observations/Walkthroughs related to the topic in selected classrooms - MESA will be observing in classrooms virtually to be able to provide feedback and support around learning targets.</p>	<p>J. Hardgrove, T. Gandy, Leadership Team</p>	<p>Teacher Practice Data focused on the professional learning topic, walkthroughs, teacher reflection on implementation</p> <p>A tool to track observations and teacher practice data</p> <p>https://docs.google.com/document/d/1KCAIhEkPrAfOGSKocB-nQ-qaUN3WVZSzkJTD3QcyUeo/edit?usp=sharing</p>	<p>September 11, 2020 - October 23, 2020</p>

	Coaching, Support, and Feedback - MESA will implement 5-6 weeks coaching cycles. Each coaching cycle will address individual teacher needs around the EL curriculum, development of high quality lesson plans, high quality LT, questioning, and Checks for Understanding (CFU's)	J Hardgrove and T. Gandy	Blank coaching table	Coaching cycles will begin November 2, 2020
	Assessment - Classroom assessments will be collected and analyzed to determine trends and identify areas of growth towards meeting grade level expectations and opportunities for new learning.	J. Hardgrove, T. Gandy and teachers	Student assessment (quiz, student work samples)	Ongoing
	Review student impact data, determine next steps - MESA will meet on a monthly basis through the school leadership team to discuss the progress of their professional learning, their coaching, and their growth towards meeting the contract measures and their EL Work Plan goals. Teacher practice data is an important piece to analyze. This will help to determine any adjustments that need to be made to the Professional Learning and the coaching support.	J. Colvin, J. Hardgrove, T. Gandy and teachers	Summary of student assessment data pre/post, plan for new learning Data to track teacher growth, Student Assessment Data Spreadsheet	Ongoing

On an ongoing basis, our school will monitor and review their engagement in the continuous improvement process. We will analyze and summarize changes in educator practice and student outcome. We will adjust/revisit our school's action plan based on the data.

Summary of Cycle 1: Focusing on your Tier 1 Instruction Action Step, list and explain the improvement strategy aligned to the needs of adults and positively impacting student learning that the school has been using. Summarize the evidence you have collected based on the Tier 1 Instruction strategy that you have been using for each of the following: Quality of implementation, impact on teacher practice and impact on student learning. After analyzing the data, what next steps will the school need to take?.

During this cycle the leadership team received professional learning by meeting with the EL designer to become proficient with the dimensions walk-through tool. We aligned this tool with the MPS contracted measures in an effort to meet the expectations of EL and the goals in our SIP. As we began the calibration process with the admin team, instructional coach, and EL designer we noted that the feedback was beneficial and will continue throughout each cycle. This is an ongoing process that will continue throughout each cycle as noted in the date completed section.

Teacher Impact: Teachers began to respond to the feedback by adjusting lesson plans so that the learning target was unpacked using student-friendly terms, an increase of visual representations were noted, scholars were able to articulate what they were expected to learn.

Student Impact: Scholars began to unpack learning targets by looking at terms within the target and explaining the definition within the chat and aloud.

Next Steps: The Leadership Team will continue to perform instructional walks on a daily basis and provide feedback. The instructional coach will model how to unpack learning targets using student friendly language based on her coaching cycle and the walkthrough data.

Strategy: Our school will implement an intentional focus on curriculum alignment throughout all grades. This continuum of high-quality instructional programs and practices is designed to strengthen core instruction and build a strong foundation across content areas with a focus on mastery of reading, writing, and mathematical skills.

Tier 1 Instruction Action Step: Our school will create, implement, and monitor an overarching instructional plan to address reading, writing and math focus areas and strategies throughout the 2020-21 school year through the use of evidence-based professional learning for staff in content knowledge and instructional practices. The professional learning will be aligned to curriculum, assessments and standards focusing on a topic for a minimum of 50 hours overtime. Authentic experiences will be provided where teachers can collaborate and struggle through issues related to implementing the new information into their practice. All professional learning will include measurable outcomes for learning, implementation and student learning. Ongoing support must be evident such that staff are provided coaching, mentoring, observations and feedback to successfully implement their learning.

Timeline	Tasks	Person Responsible	Evidence of Completion and Quality / Fidelity Samples	Date Completed
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		<i>Who will be doing the work</i>		
Cycle 2: Tier 1 Instruction Professional Learning: Nine Week Cycle of Implementation Dates: November 16 - February 12	Professional Learning Plan: We continued with the topics crew, LT's, CFU's while going deeper to unpack and analyze learning targets. We also implemented collaboration time with regular and special education.	J. Hardgrove, T. Gandy, and J. Wallace, various classroom teachers	Sign-In Sheets, Agendas Special Education/Regular Education Collaboration Expectations and Notes	December 18, 2020
	Implement in Classrooms – Observations/Walkthroughs related to the topic in selected classrooms - MESA continued to observe in classrooms virtually and provide feedback and support around the crew, LT, CFU's, and unpacking standards.	J. Hardgrove, T. Gandy, J. Colvin, M. Knox, D. Cobb,	Teacher Practice Data focused on the professional learning topic, learning dimensions, teacher reflection on implementation A tool to track observations and teacher practice data Upload Dimensions Here	October 1, 2020 through December 11, 2020
	Coaching, Support, and Feedback - MESA will continue with the 5-6 weeks coaching cycles. At the conclusion of the coaching cycle, teachers will reflect on their progress and identify the next steps.	J Hardgrove and T. Gandy	Completed coaching summary table Blank Coaching Survey/Self-Assessment	Ongoing -Winter 2020 - Spring 2021
	Assessment - MESA analyzed fall 2020 STAR and i-Ready data and compared it to the winter data from the 2019-2020 school year. The following data were collected and analyzed: benchmarks for K2 and unit assessments for 3rd - 8th grade. Classroom assessments will be collected and analyzed to determine trends and identify areas of growth towards meeting grade-level expectations and opportunities for new learning.	J. Hardgrove, T. Gandy, Leadership team, and teachers	K-2 Calibration Meeting Agenda and student work samples	December 18, 2020- Spring 2021
	Review student impact data, determine next steps - MESA will meet on a monthly basis through the school leadership team to discuss the progress of their professional learning, their coaching, and their growth towards meeting the contract measures and their EL Work Plan goals. Teacher practice data is an important piece to analyze. This will help to determine any adjustments that need to be made to the Professional Learning and the coaching support.	J. Hardgrove, T. Gandy J, Colvin and teachers	Summary of student assessment data pre/post, plan for new learning https://docs.google.com/presentation/d/1-dzvhu4y3rHUjMR9PEtSNOLxEWFXNoYtmsDRZN7KoWo/edit?usp=sharing Data to track teacher growth Student Assessment Data Spreadsheet Coaching Survey	Ongoing
On an ongoing basis, our school will monitor and review their engagement in the continuous improvement process. We will analyze and summarize changes in educator practice and student outcome. We will adjust/revisit our schools action plan based on the data.				

Summary of Cycle 2: In this cycle, we communicated with the staff what the expectations were around student impact data. Next cycle we will begin collecting and analyzing data sets.

Focusing on your Tier 1 Instruction Action Step, list and explain the improvement strategy aligned to the needs of adults and positively impacting student learning that the school has been using. Summarize the evidence you have collected based on the Tier 1 Instruction strategy that you have been using for each of the following: Quality of implementation, impact on teacher practice, and impact on student learning. After analyzing the data, what next steps will the school need to take?

We have started collecting classroom assessments based on standards and began analyzing the data during our PLC meetings. The Instructional Coach has guided staff in calibrating around scoring student work in an effort to move towards equity in the classroom. This work will continue in cycle 3. Based on the STAR and i-Ready assessment data, we will plan our professional learning around vocabulary and phonics instruction. We met with the staff three times to review, analyze and start a dialogue about the next steps.

Teacher Impact: Collaborative teams have started analyzing and calibrating around scoring student work to determine what minimum (1), basic (2), proficient (3), and advanced (4) looks like. The teams realize the importance of using a common rubric to provide clarity and equity when scoring student work.

Student Impact: All of the work outlined in Tier 1 Professional Learning focused on building teacher capacity, which will ultimately strengthen their instructional methods and lead to greater student gains.

Next Steps: Next steps will include professional learning focused on research-based phonics and vocabulary strategies, continued ongoing coaching cycles, and analysis of student assessment data.

Tier 2/3 Instruction Action Step: Our school will provide a system of academic intervention support - both teacher-led and on-line - (RtI Tier 2 and Tier 3) to ensure that all students who are eligible for academic interventions have been identified and are scheduled into a session that will lead to fidelity for each child. Schools will implement eMLSS response to intervention (RtI) practices for the academic needs of all students. All RtI practices start **with** Tier 1, core instruction for all students. Schools must ensure their Tier 1 instruction meets the needs of all students through differentiation and scaffolding to support students. After ensuring students receive Tier 1 core instruction at fidelity, schools support students through an equitable multi-level system of tiered supports.

Timeline	Tasks	Person Responsible <i>Who will be doing the work</i>	Evidence of Completion and Quality / Fidelity	Date Completed
<p>Cycle 1: Tier 2/3 Instruction: Nine Week Cycle of Implementation Dates: August 17 - November 13</p> <p>Virtual Instruction</p>	<p>Identify all eligible students (red and yellow in Winter 2019-20 Star) who will be placed in a teacher-led intervention. Submit that list to the Department of Research, Assessment, and Data.</p>	<p>T. Gandy and J. Hardgrove</p>	<p>Academic Intervention Team Agendas: October: https://mpsresearch.co1.qualtrics.com/CP/Report.php?SID=SV_bC7matn5wA9DCRv&R=R_3MbYnUUsg3Uf9Vx November: https://mpsresearch.co1.qualtrics.com/CP/Report.php?SID=SV_bC7matn5wA9DCRv&R=R_2D00Pif2EGC2Jmv November Sign-in Sheet: https://docs.google.com/document/d/1WGOXMYpDTaD2dDKpRd3pttqNsp8TQvMZ/edit</p> <p>Behavior Intervention Team Agendas: October: https://mpsresearch.co1.qualtrics.com/CP/Report.php?SID=SV_3wuLXVv0EoSmmBP&R=R_114vmOvAQf7FgAJ November: https://docs.google.com/document/d/1Kon_r7iBhJqpvygLf1ZrIDvANAb0-GC/edit</p>	<p>11/20</p>

	Identify all eligible students (red and yellow in Winter 2019-20 Star) who will be placed in an online intervention . Submit that list to the Department of Research, Assessment, and Data.	T. Gandy and J. Hardgrove	The list submitted to Lisa Haar. (Attach list as a link) See above for Academic Intervention Team Agendas.	11/4/20
	School-wide academic intervention schedule (both teacher-lead and on-line) uploaded into the google folder.	T. Gandy and J. Hardgrove	https://docs.google.com/spreadsheets/d/1eUyqGnlq0_h69tQPyrQxBPdgDO3_9M-gw57BtGBtHww/edit?usp=sharing	11/4/20
	Modify and submit updates to teacher-led and online intervention groups based on fall 2020-21 STAR data.	T. Gandy and J. Hardgrove	<u>Sample Teacher-led intervention groups & schedule</u> Grades K5 and First https://docs.google.com/spreadsheets/d/19RYugzAshMAfSa6A6DA6StJh_rDSFKuoRGF0IiTUUg/edit?usp=sharing Grades second - Eighth https://docs.google.com/spreadsheets/d/1sCB9WmYAGMd1ahukzP7I2CS8vTmaMMsi-No36Yby1kl/edit?usp=sharing	

On an ongoing basis, our school will monitor and review their engagement in the continuous improvement process. We will analyze and summarize changes in educator practice and student outcomes. We will adjust/revisit our school's action plan based on the data.

Summary of Cycle 1: Where are you at?
We will begin school-wide data meetings the week of November 2, 2020. At this time, we will form on-line and teacher-led intervention groups based on specific skills in reading and math. We anticipate that our focus intervention groups will help students progress closer towards grade-level skills in both reading and math.

Teacher Impact: Professional learning around developing and unpacking LT supported teachers with effective and targeted interventions. Participation in data meeting will assist teachers in analyzing data and plan for targeted instructional delivery

Student Impact: Students will receive targeted interventions specific to their individual needs. As a result, this will positively impact their decoding and comprehension skills and lead to improved reading skills.

Next Steps: We will continue this work throughout the year. In cycle 3, we will begin weekly progress monitoring. The BIT Academic team will meet monthly and data meetings with grade-level teachers will occur every six to eight weeks to analyze data and plan for the next steps.

Tier 2/3 Instruction Action Step: Our school will provide a system of academic intervention support - both teacher-led and on-line - (RtI Tier 2 and Tier 3) to ensure that all students who are eligible for academic interventions have been identified and are scheduled into a session that will lead to fidelity for each child. Schools will implement eMLSS response to intervention (RTI) practices for the academic needs of all students. All RtI practices start **with** Tier 1, core instruction for all students. Schools must ensure their Tier 1 instruction meets the needs of all students through differentiation and scaffolding to support students. After ensuring students receive Tier 1 core instruction at fidelity, schools support students through an equitable multi-level system of tiered supports.

Timeline	Tasks	Person Responsible <i>Who will be doing the work</i>	Evidence of Completion and Quality / Fidelity	Date Completed
Cycle 2: Tier 2/3 Instruction: Nine Week Cycle of Implementation	All eligible students (red and yellow in Fall 2020 Star) will be placed in a teacher-led intervention . Submit that list to the Department of Research, Assessment, and Data. Students will be adjusted accordingly.	T. Gandy and J. Hardgrove	The list submitted to the Department of Research, Assessment, and Data.	November 9, 2020

<p>Dates: November 16 - February 12</p>			<p>Academic Intervention Team Agendas: December: https://docs.google.com/document/d/1J21VoOLE9NP-U5U3u873fB57bUbBoc2h/edit</p> <p>Behavior Intervention Team Agendas: December: https://docs.google.com/document/d/179myG_bqCE27DnD54kJNh-ocjlmX6kC6/edit</p> <p>January: https://docs.google.com/document/d/1FnusbWONhclzkQkQFqLW2T2iHFLQ3wl/edit</p> <p>February: https://docs.google.com/document/d/1i1gECVZwn6HipNSwP10D3OMDx_NP_2Ar/edit</p> <p>March: https://docs.google.com/document/d/1Y5oV1DGU9lvYxZ9FqMqAdtQ85p5lqr/edit</p> <p>April: https://docs.google.com/document/d/1afcb-bx2d2uzOm2tBgkDlcbuzolkF8H/edit</p> <p>May: https://docs.google.com/document/d/1afcb-bx2d2uzOm2tBgkDlcbuzolkF8H/edit</p>	
	<p>Eligible students (red and yellow in Fall 2020 Star) who will be placed in an online intervention. Submit that list to the Department of Research, Assessment, and Data.</p>	<p>T. Gandy and J. Hardgrove</p>	<p>https://docs.google.com/spreadsheets/d/1AdStnJZBYSi0_gaeM8hESi2WcT4CSfo329pkKQOTnGk/edit?usp=sharing</p> <p>See above for Academic Intervention Team Agenda.</p>	
	<p>Monitor and revise School-wide academic intervention schedule every six weeks (both teacher-lead and on-line) uploaded into the google folder.</p>	<p>T. Gandy and J. Hardgrove</p>	<p>MESA will upload their intervention schedule to support teacher-led and online intervention with the use of i-Ready</p>	

On an ongoing basis, our school will monitor and review their engagement in the continuous improvement process. We will analyze and summarize changes in educator practice and student outcomes. We will adjust/revisit our school's action plan based on the data.

Summary of Cycle 2: Where are you at? What impact has been made on educator practice and student outcome? The school Psychologist and Instructional Coach provided a presentation about the Response to Intervention (RtI) process, as this is fairly new to many teachers on staff. The first round of data meetings occurred and we formed our initial tier, two intervention groups. Based on i-Ready data and teacher input students were placed into phonics, comprehension, or math groups.

Teacher Impact: The professional learning deepened teacher understanding of implementing the RtI process with fidelity and increased teacher capacity, leading to more effective interventions.

Student Impact: Students will receive targeted interventions specific to their individual needs. As a result, will positively impact their decoding and comprehension skills and lead to improved reading skills.

Next Steps: The School Psychologist and the Instructional Coach will provide another, more detailed RtI presentation. The Academic BIT team will work on refining the RtI process, along with restructuring the Intervention schedule to reduce group sizes for maximum impact. The Instructional Coach will provide PD and on-going support around research-based strategies for teaching phonics and vocabulary.

CYCLE 3 (February 15 - June 4)

<p align="center">Strategy(s) / Action Steps / Tasks <i>Supports contract measures 1-4, 8, 9, 10 (instructional measures)</i></p>				
<p>Strategy: Our school will implement an intentional focus on curriculum alignment throughout all grades. This continuum of high-quality instructional programs and practices is designed to strengthen core instruction and build a strong foundation across content areas with a focus on mastery of reading, writing, and mathematical skills.</p>				
<p>Tier 1 Instruction Action Step: Our school will create, implement, and monitor an overarching instructional plan to address reading, writing, and math focus areas and strategies throughout the 2020-21 school year through the use of evidence-based professional learning for staff in content knowledge and instructional practices. The professional learning will be aligned to curriculum, assessments, and standards focusing on a topic for a minimum of 50 hours overtime. Authentic experiences will be provided where teachers can collaborate and struggle through issues related to implementing the new information into their practice. All professional learning will include measurable outcomes for learning, implementation, and student learning. Ongoing support must be evident such that staff are provided coaching, mentoring, observations and feedback to successfully implement their learning.</p>				
Timeline	Tasks	Person Responsible <i>Who will be doing the work</i>	Evidence of Completion and Quality / Fidelity	Date Completed
<p>Cycle3: Tier 1 Instruction Professional Learning: Dates: February 15 - June 4</p>	<p>New Professional Learning: Phonics and Vocabulary Subject/Topic: Phonics and Vocabulary--research-based strategies (Phonics--sorts, making words, elkonin boxes, dictated words/sentences, decodable texts; Vocabulary strategies: Frayer model & semantic mapping) Grade/Level(s): K-8 Cycle 3 Professional Learning Schedule https://docs.google.com/document/d/1O9r4ny8D8d-n_SDUziQh3gQCQVn0KslnDrUfadMWHYg/edit?usp=sharing</p>	Ms. Hardgrove & all staff	<p>-Overview of the implementation plan/Cycle 3 PD/Trina -All-staff PD agenda -Bi-Weekly Progress Monitoring Data Tracker -Sample of completed student Frayer Model -Teacher survey results</p>	June 4, 2021
	<p>The Administration team and Ms. Hardgrove will complete daily observations via the EL walkthrough tool to ensure the implementation of new learning. Teachers will self-select 2-3 strategies mentioned above to implement with fidelity. They will gradually incorporate new strategies throughout the school year.</p>	Admin Team & Ms. Hardgrove	-Walkthrough data/Trina	June 4, 2021
	<p>Ms. Hardgrove will engage in two coaching cycles with a total of six teachers to focus on increased student engagement and learning</p>	Ms. Hardgrove & identified classroom teachers	<p>-Coaching table (schedule & focus/goals) -Coaching Cycle 1 Survey Results</p>	June 4, 2021
	<p>The leadership team will meet weekly to discuss any necessary implementation supports and the Academic BIT Team will meet monthly to analyze progress monitoring data.</p>	Leadership Team and Academic BIT Team	<p>-Leadership Meeting Agendas -Weekly Progress Monitoring Data January Academic BIT Agenda/Meeting Notes:</p>	June 4, 2021

			<p>https://drive.google.com/file/d/1dw0g3JlZah0qtcVS3E8Zd5pNsKodUL9y/view?usp=sharing</p> <p>February Academic BIT Agenda/Meeting Notes https://drive.google.com/file/d/18FSgK2TU4d8JW1srZDchNuEz3Wt4bqZL/view?usp=sharing</p> <p>March Academic BIT Agenda/Meeting Notes: https://drive.google.com/file/d/1yppE1uLf23AScXQGvwPDQ8ehRLFXnJss/view?usp=sharing</p> <p>April Academic BIT Agenda/Meeting Notes: https://docs.google.com/document/d/15x5US4R9hTyynS6MrFxguViNkdh4Qlw6/edit</p> <p>May Academic BIT Agenda/Meeting Notes: https://docs.google.com/document/d/1we2aYVDdUVpJ39pvXFM7wsTaJZ9pdv3j/edit</p>	
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On an ongoing basis, our school will monitor and review their engagement in the continuous improvement process. We will analyze and summarize changes in educator practice and student outcome. We will adjust/revisit our schools action plan based on the data.

Summary of Cycle 3: Focusing on your Tier 1 Instruction Action Step, list and explain the improvement strategy aligned to the needs of adults and positively impacting student learning that the school has been using. Summarize the evidence you have collected based on the Tier 1 Instruction strategy that you have been using for each of the following: Quality of implementation, impact on teacher practice and impact on student learning. After analyzing the data, what next steps will the school need to take?

Narrative: The administrative team completed teacher walkthrough observations focused on evidence that learning was challenging, empowering, engaging and provided equitable opportunities and access for students. Walkthrough observation feedback was shared with teachers to share trends noticed in the classroom. The Instructional Coach provided PD to the entire staff on effective phonics and vocabulary instruction. After the PD, teachers were excited about implementation of phonics and vocabulary instruction and having multiple strategies in their toolbox.

Teacher Impact: All staff PD provided staff with the research that explained why explicit phonics and vocabulary instruction is essential. We also looked at our student’s data in these areas and staff was introduced to research-based phonics and vocabulary strategies. As a result of the PD, the staff has a better understanding of why we are implementing these changes at MESA and staff was given a toolbox of strategies to use.

Student Impact: As a result of the coaching cycle, student engagement in the classroom has increased as evident by walk-throughs, pulse checks, and coaching cycles. Teachers are able to provide feedback to students during class. As a result of the vocabulary PD, students have been able to deepen their knowledge of terminology.

Special Education Update:

- **Weekly Special Education Meetings** are held to discuss current events, provide staff updates, address any discrepancies or areas of growth and discuss any scholar concerns. Special education agenda is located in the SIP evidence folder.
- PLC's are held weekly as grade level or department teams on each Wednesday of the month. During these meetings teachers collaborate through planning and making accommodations/modifications for the scholars in their classroom (struggling learners and those identified as special education). Necessary supplementary aids and services are accounted for on wklly lesson plans. Teachers also develop a monthly learning target. Data is collected through the month and is an ongoing discussion at our wklly meetings. Data is collected in a variety of methods based upon the learning target. Some examples are: STAR, excel documents, student work samples, utilizing technology platforms, google classroom, seesaw, etc.
- **STAR data goal:** Goal Students with disabilities will make a 3% increase in the student percentile rank, as evident by the spring STAR reading assessment.
 - **Fall to Winter Reading Data is:**
 - Reading 3% growth: 0/28 scholars
 - Reading 1 or 2% growth: 4/28
 - Reading 0% growth: 10/28
 - Reading Negative: 5/28
 - Reading no data: 4/28
 - **Winter to Spring Reading Data is:**
 - Math 3% growth: 3/27
 - Math 1 or 2% growth: 1/27
 - Math 0% growth: 8/27
 - Math Negative: 6/27
 - Math no data: 9/27
 - **Fall to Winter Math Data is:**
 - Math 3% growth: 8/28
 - Math 1 or 2% growth: 2/28
 - Math 0% growth: 5/28
 - Math Negative: 12/28
 - Math no data: 1/28
 - **Winter to Spring Math Data is:**
 - Math 3% growth: 0/27
 - Math 1 or 2% growth: 2/27
 - Math 0% growth: 6/27
 - Math Negative: 8/27
 - Math no data: 12/27

Next Steps: After analyzing school-wide STAR and i-Ready data, The Instructional Coach will support teachers on the implementation of tier 1 school-wide vocabulary strategies. We will continue to provide professional development regarding implementing the Frayer Model and Semantic Mapping for the 2021-2022 school year.

Tier 2/3 Instruction Action Step: Our school will provide a system of academic intervention support - both teacher-led and on-line - (Rtl Tier 2 and Tier 3) to ensure that all students who are eligible for academic interventions have been identified and are scheduled into a session that will lead to fidelity for each child. Schools will implement eMLSS response to intervention (Rtl) practices for the academic needs of all students. All Rtl practices start with Tier 1, core instruction for all students. Schools must ensure their Tier 1 instruction meets the needs of all students through differentiation and scaffolding to support students. After ensuring students receive Tier 1 core instruction at fidelity, schools support students through an equitable multi-level system of tiered supports.

Timeline	Tasks	Person Responsible <i>Who will be doing the work</i>	Evidence of Completion and Quality / Fidelity	Date Completed
<p>Cycle 3: Tier 2/3 Instruction: Dates: February 15 - June 4</p>	<p>Research-based phonics strategies for Tier 2 teacher-led interventions, SRBI's for Tier 3, and i-Ready for Tier 2 online interventions. Staff will receive professional development and coaching around Tier 2 strategies. The School Psychologist will support implementation around Tier 3. The Instructional Coach met each week of the intervention cycle with the Tier 2 teachers to answer questions, give tips for lesson plans, and talk about progress monitoring.</p>	<p>Academic BIT Members</p>	<p>-Phonics Planning Agenda -Sample Intervention Groups & Schedule -Sample progress monitoring tracker -List of research based strategies -Teacher survey results</p>	<p>June 4, 2021</p>
	<p>The Academic BIT Team will review progress monitoring data monthly. We will look for trends in student growth and identify students who are not progressing and determine appropriate changes to their intervention.</p>	<p>Academic BIT members</p>	<p>Academic BIT Meeting agenda(s) January Academic BIT Agenda/Meeting Notes: https://drive.google.com/file/d/1dw0g3JlZah0qtcVS3E8Zd5pNsKodUL9y/view?usp=sharing February Academic BIT Agenda/Meeting Notes https://drive.google.com/file/d/18FSgK2TU4d8JW1srZDchNuEz3Wt4bqZL/view?usp=sharing March Academic BIT Agenda/Meeting Notes: https://drive.google.com/file/d/1yppEluLf23AScXQGvwPDQ8ehRLFXnJss/view?usp=sharing April Academic BIT Agenda/Meeting Notes: https://docs.google.com/document/d/15x5US4R9hTyynS6MrFxguViNkdh4Qlw6/edit May Academic BIT Agenda/Meeting Notes:</p>	<p>June 4, 2021</p>

			https://docs.google.com/document/d/1we2aYVDdUVpJ39pvXFM7wsTaJZ9pdv3j/edit	
	<p>Students will be identified by STAR and i-Ready results, as well as teacher input. The BIT Team will meet with grade-level teachers every 6-8 weeks to discuss data, anecdotal observations, and next steps.</p>	<p>Academic BIT members</p>	<p>Academic BIT Meeting agenda(s) January Academic BIT Agenda/Meeting Notes: https://drive.google.com/file/d/1dw0g3JlZah0qtcVS3E8Zd5pNsKodUL9y/view?usp=sharing</p> <p>February Academic BIT Agenda/Meeting Notes https://drive.google.com/file/d/18FSgK2TU4d8JW1srZDchNuEz3Wt4bqZL/view?usp=sharing</p> <p>March Academic BIT Agenda/Meeting Notes: https://drive.google.com/file/d/1yppEiUlf23AScXQGvwPDQ8ehRLFxnJss/view?usp=sharing</p> <p>April Academic BIT Agenda/Meeting Notes: https://docs.google.com/document/d/15x5US4R9hTyynS6MrFxguViNkdh4Qlw6/edit</p> <p>May Academic BIT Agenda/Meeting Notes: https://docs.google.com/document/d/1we2aYVDdUVpJ39pvXFM7wsTaJZ9pdv3j/edit</p>	<p>June 4, 2021</p>

On an ongoing basis, our school will monitor and review their engagement in the continuous improvement process. We will analyze and summarize changes in educator practice and student outcomes. We will adjust/revisit our schools' action plan based on the data.

Summary of Cycle 3: Where are you at? What impact has been made on educator practice and student outcome?

Narrative: The Instructional Coach provided PD to the entire staff on effective phonics and followed up with teachers who provided Tier 2 interventions on a weekly basis. The BIT team met monthly to discuss the progress of Tier 2 and Tier 3 Interventions, along with any support the team could offer to ensure the interventions would be implemented with fidelity.

Teacher Impact: The weekly meeting helped deepen the knowledge of phonics and various strategies used to teach phonics.

Student Impact: As a result of the Phonics PD and the weekly follow up meetings, students received targeted instruction based on individual needs.

Next Steps: The second round of Tier 2 intervention ended on March 26. Data meetings took place the week of March 29 - April 1, during this time individual student's progress monitoring data was analyzed and students were regrouped as needed. The third and final round of Tier 2 interventions will begin the week of April 19th and will May 21st. The final round of data meetings will take place the week of May 24th-28th. All student STAR, iReady, and intervention progress monitoring data will be analyzed for reading growth or lack of growth. After obtaining new STAR and iReady data in fall of 2021, the Academic BIT team will hold new grade level data meetings to group scholars as needed, and the first round of Tier 2 interventions for the 2021-2022 school year will begin in August or September.

WSAS ELA

(1) WSAS ELA

Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in English Language Arts that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.

Year	Total Tested	Number Proficient	School Rate	District Rate	Goal Met	Source
2017-2018	216	20	9.3%	19.6%	No	WISEdash Secure
2018-2019	229	23	10.1%	19.0%	No	Wisedash Secure
2019-2020	NA	NA	NA	NA	NA	Wisedash Secure
All federal and state requirements to administer academic assessments have been suspended for 2019-20, as a result of the ESEA waiver granted by the Department of Education on March 23 and the Wisconsin Act 185 enacted on April 15. There will be no further state assessments this school year.						
2020-2021						
2021-2022						

Evidence / Source

Provide evidence to support your school's progress.

**Recommended Sources(s): Dashboard - Assessment; Classroom Based Assessments; Intervention Data if it was an identified support*

2020-2021 Classroom Based Assessments (All student data)	Date: Semester 1 Baseline Data	Date: Semester 1 Final Data	% Change	Date: Semester 2 Baseline Data	Date: Semester 2 Final Data	% Change	Source
Reading							
Writing							

****This data is analyzed throughout each semester and at the end of the semester by the teachers, assessment coordinator, administration, leadership team and BIT academic Team. All recommendations for a Tier 2 or Tier 3 intervention would go to the BIT Academic Team for further determination of needs. This data is analyzed in conjunction with the STAR Reading data.***

WSAS Mathematics

(2) WSAS Math

Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in mathematics that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.

Year	Total Tested	Number Proficient	School Rate	District Rate	Met Goal	Source
2017-2018	216	14	6.5%	16.5%	No	WISEdash Secure
2018-2019	229	16	7.0%	16.6%	No	WISEdash secure
2019-2020	NA	NA	NA	NA	NA	WiseDash Secure
All federal and state requirements to administer academic assessments have been suspended for 2019-20, as a result of the ESEA waiver granted by the Department of Education on March 23 and the Wisconsin Act 185 enacted on April 15. There will be no further state assessments this school year.						
2020-2021						
2021-2022						

Evidence / Source

Provide evidence to support your school's progress.

*Recommended Sources(s): Dashboard - Assessment; Classroom Based Assessments; Intervention Data if it was an identified support

*Update data on a monthly basis

2020-2021 Classroom Based Assessments (All student data)	Date: Semester 1 Baseline Data	Date: Semester 1 Final Data	% Change	Date: Semester 2 Baseline Data	Date: Semester 2 Final Data	% Change	Source
Math							

*This data is analyzed throughout each semester and at the end of the semester by the teachers, assessment coordinator, administration, leadership team and BIT academic Team. All recommendations for a Tier 2 or Tier 3 intervention would go to the BIT Academic Team for further determination of needs. This data is analyzed in conjunction with the STAR Reading data.

WSAS Science

(3) WSAS Science	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in science that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.
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Year	Total Tested	Number Proficient	School Rate	District Rate	Met Goal	Source
2017-18	62	6	9.7%	22.4%	No	Wisedash Secure
2018-19	65	8	12.1%	23.0%	No	Wisedash Secure
2019-20	NA	NA	NA	NA	NA	WiseDash Secure
All federal and state requirements to administer academic assessments have been suspended for 2019-20, as a result of the ESEA waiver granted by the Department of Education on March 23 and the Wisconsin Act 185 enacted on April 15. There will be no further state assessments this school year.						
2020-21						
2021-22						

<p>Evidence / Source</p> <p><i>Provide evidence to support your school's progress.</i></p> <p><i>*Recommended Sources(s): Classroom Based Assessments</i></p> <p><i>*Update data on a monthly basis</i></p>

2020-2021 Classroom Based Assessments (All student data)	Date: Semester 1 Baseline Data	Date: Semester 1 Final Data	% Change	Date: Semester 2 Baseline Data	Date: Semester 2 Final Data	% Change	Source
Science							

****This data is analyzed throughout each semester and at the end of the semester by the teachers, assessment coordinator, administration, leadership team and BIT academic Team.***

WSAS Social Studies

(4) WSAS Social Studies

Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in social studies that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.

Year	Total Tested	Number Proficient	School Rate	District Rate	Met Goal	Source
2017-18	62	9	14.5%	25.9%	No	WISEdash Secure
2018-19	65	11	16.9%	25.0%	No	Wisedash Secure
2019-20	NA	NA	NA	NA	NA	WiseDash Secure
<i>All federal and state requirements to administer academic assessments have been suspended for 2019-20, as a result of the ESEA waiver granted by the Department of Education on March 23 and the Wisconsin Act 185 enacted on April 15. There will be no further state assessments this school year.</i>						
2020-21						
2021-22						

Evidence / Source

Provide evidence to support your school's progress.

*Recommended Sources(s): Classroom Based Assessments

***Update data on a monthly basis**

2020-2021 Classroom Based Assessments (All student data)	Date: Semester 1 Baseline Data	Date: Semester 1 Final Data	% Change	Date: Semester 2 Baseline Data	Date: Semester 2 Final Data	% Change	Source
Social Studies							

***This data is analyzed throughout each semester and at the end of the semester by the teachers, assessment coordinator, administration, leadership team and BIT academic Team.**

Reading Growth

(9) Reading Growth	Charter School shall reduce the percentage of pupils in the combined totals of significantly below target and well below target by 5% and increase the percentage of pupils in the combined totals of significantly above target and on target by 5% in reading from fall to winter and winter to spring as demonstrated by the universal screener.
(7) Reading Growth	At least 50% of students will improve their percentile rank on the Universal Screener from fall to winter in reading by at least 2 percentiles. (2020-21)
(8) Reading Growth	At least 50% of students will improve their percentile rank on the Universal Screener from winter to spring in reading by at least 2 percentiles. (2020-21)

Year	Significantly Below/Well Below Reduction					Significantly Above/On Target Increase					Goal Met (5%)	Source
	% of students SB/WB on Fall assessment	% of students SB/WB on winter assessment	% Change	% of students SB/WB on spring assessment	% Change	% of students SA/OT on Fall assessment	% of students SA/OT on winter assessment	% Change	% of students SA/OT on spring assessment	% Change		
2017-2018	69.0%	60.0%	-9.0%	63.0%	+3.0%	8.0%	12.0%	+4.0%	9.0%	-3.0%	No	MPS Dashboard
2018-2019	66.0%	61.0%	-5.0%	58.0%	-3.0%	9.0%	11.0%	+2.0%	10.0%	-1.0%	No	MPS Dashboard
2019-2020	66.0%	61.0%	-5.0%	NA	NA	8.0%	8.0%	0.0%	NA	NA	NA	MPS Dashboard

All federal and state requirements to administer academic assessments have been suspended for 2019-20, as a result of the ESEA waiver granted by the Department of Education on March 23 and the Wisconsin Act 185 enacted on April 15. There will be no further state assessments this school year.

Year	Number of students that increased by 2 percentiles or more (F-W)	Percent Increase (F-W)	Goal Met Goal #7	Number of students that increased by 2 percentiles or more (W-S)	Percent Increase (W-S)	Goal Met Goal #8	Source
2020 - 2021							MPS Dashboard
2021 - 2022							MPS Dashboard

Evidence / Source

Provide evidence to support your school's progress.

**Recommended Sources(s): Dashboard - Assessment; Intervention Data if it was an identified support*

2020-2021 STAR (All student data)	Number of students tested (Grades 2-8)	Total students enrolled (Grades 2-8)	Number of students that increased by 2 percentiles or more (F-W)	Percent Increase (F-W)	Number of students that increased by 2 percentiles or more (W-S)	Percent Increase (W-S)	Goal Met	Source
Fall								MPS Dashboard
Winter								MPS Dashboard
Spring								MPS Dashboard

Tier 2 Intervention Information	Tier 3 Intervention Information

****This data is analyzed after each testing window by the teachers, assessment coordinator, administration, leadership team and BIT academic Team. All recommendations for a Tier 2 or Tier 3 intervention would go to the BIT Academic Team for further determination of needs.***

Mathematics Growth

(10) Math Growth	Charter School shall reduce the percentage of pupils in the combined totals of significantly below target and well below target by 5% and increase the percentage of pupils in the combined totals of significantly above target and on target by 5% in mathematics from fall to winter and winter to spring as demonstrated by the universal screener.
(5) Math Growth	At least 50% of students will improve their percentile rank on the Universal Screener from fall to winter in mathematics by at least 2 percentiles. (2020-21)
(6) Math Growth	At least 50% of students will improve their percentile rank on the Universal Screener from winter to spring in mathematics by at least 2 percentiles. (2020-21)

Year	Significantly Below/Well Below Reduction					Significantly Above/On Target Increase					Goal Met (5%)	Source
	% of students SB/WB on Fall assessment	% of students SB/WB on winter assessment	% Change	% of students SB/WB on spring assessment	% Change	% of students SA/OT on Fall assessment	% of students SA/OT on winter assessment	% Change	% of students SA/OT on spring assessment	% Change		
2017-2018	52.0%	44.0%	-8.0%	45.0%	+1.0%	8.0%	13.0%	+5.0%	8.0%	-5.0%	No	MPS Dashboard
2018-2019	65.0%	53.0%	-12.0%	61.0%	+8.0%	9.0%	15.0%	+6.0%	13.0%	-2.0%	No	MPS Dashboard
2019-2020	63.0%	59.0%	-4.0%	NA	NA	9.0%	13.0%	+4.0%	NA	NA	NA	MPS Dashboard

All federal and state requirements to administer academic assessments have been suspended for 2019-20, as a result of the ESEA waiver granted by the Department of Education on March 23 and the Wisconsin Act 185 enacted on April 15. There will be no further state assessments this school year.

Year	Number of students that increased by 2 percentiles or more (F-W)	Percent Increase (F-W)	Goal Met Goal #7	Number of students that increased by 2 percentiles or more (W-S)	Percent Increase (W-S)	Goal Met Goal #8	Source
2020 - 2021							MPS Dashboard
2021 - 2022							MPS Dashboard

Evidence / Source

Provide evidence to support your school's progress.

*Recommended Source(s): Dashboard - Assessment; Intervention Data if it was an identified support

2020-2021 STAR (All student data)	Number of students tested (Grades 1-8)	Total students enrolled (Grades 1-8)	Number of students that increased by 2 percentiles or more (F-W)	Percent Increase (F-W)	Number of students that increased by 2 percentiles or more (W-S)	Percent Increase (W-S)	Goal Met	Source
Fall								MPS Dashboard
Winter								MPS Dashboard
Spring								MPS Dashboard

Tier 2 Intervention Information	Tier 3 Intervention Information

****This data is analyzed after each testing window by the teachers, assessment coordinator, administration, leadership team and BIT academic Team. All recommendations for a Tier 2 or Tier 3 intervention would go to the BIT Academic Team for further determination of needs.***

Promotion Rate (4th and 8th)

(14) Promotion Rate (4th and 8th)	Achieve a percentage of pupils promoted from grades 4 and 8 in Charter School that is the same as, or higher than, the percentage of pupils being promoted from the corresponding grade in all MPS schools
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Year	School Rate (4th)	School Rate (8th)	District Rate (4th)	District Rate (8th)	Met Goal (4th)	Met Goal (8th)	Source
2017-18	100.0%	94.7%	99.6%	99.7%	Yes	No	MPS Data Warehouse Extract
2018-19							
2019-20	100.0%	100.0%	99.9%	99.9%	Yes	Yes	MPS Data Warehouse Extract
2020 - 21							
2021-22							

Evidence / Source
Provide evidence to support your school's progress.
**Recommended Sources(s): Classroom Based Assessments*
**Update data on a monthly basis*

***This data goes along with all WSAS data and classroom-based assessments throughout the year. Please refer to the above charts to track the progress of students and their promotion rate.**

Climate and Culture

Contract Measures 9-13

Strategy(s) / Action Steps / Tasks				
Supports contract measures 9-13 (climate and culture measures)				
<p>Strategy: Our school believes that a supportive environment requires the need for embracing equitable practices, building strong emotional/social structures and developing environments of safe and secure educational risk taking, which is expected for each and every individual. To that end our school will implement a school-wide support system for the implementation of PBIS strategies within an Equitable Multi-Level System of Support (EMLSS) to address suspensions, referrals, and attendance issues in the district with an emphasis on Black students and students with special needs. Our school will implement eMLSS response to intervention (RtI) practices for the behavioral needs of all students. All RtI practices start with Tier 1 for all students. Schools must ensure their Tier 1 behavior supports meets the needs of all students through differentiation and scaffolding to support students. After ensuring students receive Tier 1 at fidelity, schools support students through an equitable multi-level system of tiered supports. Lessons and programs need to meet the ESSA Tiers of Evidence.</p>				
<p>Tier 1 Climate and Culture Action Step: Our school will institute and execute a functioning PBIS team as part of an Equitable Multi-Level System of Support (eMLSS) to implement and monitor PBIS practices to support attendance and suspension/referrals. We will provide Tier 1 support for all students aimed to create a positive climate and culture in which all students are active members of the school and classroom community with multiple positive relationships with adults and peers.</p>				
Timeline	Tasks	Person Responsible <i>Who will be doing the work</i>	Evidence of Completion and Quality / Fidelity	Date Completed
Cycle 1: Tier 1 Climate and Culture: Nine Week Cycle of Implementation Dates: August 17 -November 13 Virtual Instruction	Provide Professional Learning around CREW for ALL staff members	Dean of Schools	Agenda from the Professional Development Sign In Sheets Exit Slips or Check for Understanding Resources to support CREW Crew modeled daily Daily Classroom observations Walk Throughs aligned to CREW through dimensions	Fall 2020-Spring 2021
	All staff implement CREW on a daily basis - minimum of 30 minutes per day	Leadership Team	Lesson Plan that lays out CREW daily Norms - 6 Habits of Scholarship	November 2, 2020-Spring 2021
	Coaching/supporting staff around implementation of CREW	Leadership Staff	EL Feedback form Observation tracking form	
	Meeting to discuss the implementation of CREW and progress of staff	Dean of Schools	Everyday CREW is modeled to staff with a virtual staff CREW meeting. Every classroom teacher is using CREW the first 20-30 minutes of the day.	November 2, 2020
	As a staff, work to develop MESA norms for the virtual classrooms	Leadership Team	MESA Virtual Classroom Norms Each class has discussed virtual norms. Parents were notified of the virtual expectations via MESA newsletter in the Dean's section.	September 9, 2020

On an ongoing basis, our school will monitor and review their engagement in the continuous improvement process. We will analyze and summarize changes in educator practice and student outcome. We will adjust/revisit our schools action plan based on the data.

Summary of Cycle 1: Where are you at?
 During this cycle the Leadership Team implemented 90 days of Crew meetings. Leadership modeled the components of Crew during this cycle. This resulted in staff leading crew during cycle 2. In addition to the implementation of Crew, staff norms were created and discussion around the habits of scholarship were the focus of each meeting.

Teacher Practice: Crew is a school wide practice that takes place every day. This is evident in pulse checks, walk throughs and lesson plans.
Student outcome: Students in K-8 are able to articulate the habits of scholarship and are aware of the components of Crew.

Strategy: Our school believes that a supportive environment requires the need for embracing equitable practices, building strong emotional/social structures and developing environments of safe and secure educational risk taking, which is expected for each and every individual. To that end our school will implement a school-wide support system for the implementation of PBIS strategies within an Equitable Multi-Level System of Support (EMLSS) to address suspensions, referrals, and attendance issues in the district with an emphasis on Black students and students with special needs. Our school will implement eMLSS response to intervention (Rti) practices for the behavioral needs of all students. All Rti practices start with Tier 1 for all students. Schools must ensure their Tier 1 behavior supports meets the needs of all students through differentiation and scaffolding to support students. After ensuring students receive Tier 1 at fidelity, schools support students through an equitable multi-level system of tiered supports. Lessons and programs need to meet the ESSA Tiers of Evidence.

Tier 1 Climate and Culture Action Step: Our school will institute and execute a functioning PBIS team as part of an Equitable Multi-Level System of Support (eMLSS) to implement and monitor PBIS practices to support attendance and suspension/referrals. We will provide Tier 1 support for all students aimed to create a positive climate and culture in which all students are active members of the school and classroom community with multiple positive relationships with adults and peers.

Timeline	Tasks	Person Responsible <i>Who will be doing the work</i>	Evidence of Completion and Quality / Fidelity	Date Completed
Cycle 2: Tier 1 Climate and Culture: Nine Week Cycle of Implementation Dates: November 16 - February 12	Restorative Intervention groups will be used in alignment with the T-Chart	Dean of Schools, Principal	Agendas, Walk through data	Fall-2020-Spring 2021
	PD will be provided on virtual classroom management and engagement strategies	Leadership Team	Walk through data Teacher surveys	Fall-2020-Spring 2021

On an ongoing basis, our school will monitor and review their engagement in the continuous improvement process. We will analyze and summarize changes in educator practice and student outcome. We will adjust/revisit our schools action plan based on the data.

Summary of Cycle 2:
 During this cycle the Dean of Students modeled and co-taught the components of CREW. The staff met for CREW every morning to build a culture and climate that built a cohesive learning environment for staff and scholars. This resulted in the scholars becoming acclimated with each other and a recent survey indicates that most scholars appreciate the culture that crew has established. During cycle 2 walk-through tool. The results indicate that a review of the Habits of Scholarship are needed for the middle school scholars.

What impact has been made on educator practice and student outcome? Staff are displaying additional empathy during these times. Flexibility and understanding as it pertains to the virtual norms have been established and teachers have created a safe space for scholars as evident by the pulse checks and walkthroughs.

Tier 1 Climate and Culture Action Step: Our school will implement an attendance plan to address the issues related to attendance and chronic absenteeism within an Equitable Multi-Level System of Support (eMLSS).

Timeline	Tasks	Person Responsible <i>Who will be doing the work</i>	Evidence of Completion and Quality / Fidelity	Date Completed
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Cycle 1: Tier 1 Climate and Culture: Nine Week Cycle of Implementation Dates: August 17 - November 13	Development of a Virtual Attendance Plan	Social Worker, Attendance clerk, Head Secretary, classroom teacher, Dean of Family Engagement	Minutes from SW and updates on family contact Teacher attendance log and contact information, DOFE sending out messages to families regarding attendance Virtual Attendance Plan	Fall 2020-Spring 2021
Virtual Instruction	Meet monthly to discuss school wide attendance data and the progress that MESA is making - adjust as necessary	Leadership Team	Monthly attendance data tracking Meeting agenda Meeting minutes template	

On an ongoing basis, our school will monitor and review their engagement in the continuous improvement process. We will analyze and summarize changes in educator practice and student outcome. We will adjust/revisit our schools action plan based on the data.

Summary of Cycle 1: Where are you at?

Teacher Practice: Teachers are using various modes of communication to reach out to families and support logging in each day. During cycle 1 the implementation of success coaches supported the process of locating and connecting with families. This was a school wide project and is ongoing through the cycle.

What impact has been made on educator practice and student outcome? This is an ongoing task and the attendance rate fluctuates throughout the week. We will continue to work on this task in cycles 2 and 3.

Tier 1 Climate and Culture Action Step: Our school will implement an attendance plan to address the issues related to attendance and chronic absenteeism within an Equitable Multi-Level System of Support (eMLSS).

Timeline	Tasks	Person Responsible <i>Who will be doing the work</i>	Evidence of Completion and Quality / Fidelity	Date Completed
Cycle 2: Tier 1 Climate and Culture: Nine Week Cycle of Implementation Dates: November 16 - February 12	The entire staff will be held accountable for locating scholars that have consistent absences. We will make phone calls, visit homes and send letters for those who miss five consecutive days.	Attendance Clerk, Principal, Social worker, DOFE	Increased attendance rate, phone log with date and time of calls made, copies of letters sent for consecutive absences.	Fall 2020-Spring 2021
	The Dean of Schools will provide on-going support around the components of crew. The Dean of schools will support building a culture of respect and rapport.	Dean of Schools, Leadership	As evident by a decrease in referrals written, emails regarding student behavior during the virtual platform, and teachers calling for support with monitoring the chat, disturbing the virtual learning platform, and being disengaged. Walkthroughs aligned to Crew.	Fall-2020-Spring 2021

On an ongoing basis, our school will monitor and review their engagement in the continuous improvement process. We will analyze and summarize changes in educator practice and student outcome. We will adjust/revisit our schools action plan based on the data.

Summary of Cycle 2: Where are you at? What impact has been made on educator practice and student outcome? Teachers at MESA received daily PD on how to administer CREW by the administration team. This occurred each morning at 7:30 in September and October. Once staff understood the components of CREW, grade level teams lead CREW. Also all homeroom teachers are conducting CREW within their virtual classrooms. Each day the dean of students picks three crews to visit to observe and give feedback. The dean of students has also modeled in multiple classrooms as well as co-taught with teachers. The impact on educator practice is ongoing but the impact on student outcome is scholars attending virtual classes with minimal online behavioral issues. Another outcome is the opportunities for the dean of students to work with scholars and parents when virtual behavioral issues arise. The dean of students and the dean of family engagement have had multiple virtual meetings with parents, scholars, and/or teachers to address virtual issues. Every aspect of cycle two

Tier 2/3 Climate and Culture Action Step: Our school will provide a system of attendance intervention support (RtI Tier 2 and Tier 3) to ensure that all students who are eligible for an attendance intervention have been identified, supported, and monitored through an identified BIT Team.

Timeline	Tasks	Person Responsible <i>Who will be doing the work</i>	Evidence of Completion and Quality / Fidelity	Date Completed
Cycle 1: Tier 2/3 Climate and Culture: Nine Week Cycle of Implementation Dates: August 17 - November 13 Virtual Instruction	Attendance task force to locate Scholars who have missed one day of attendance.	Social Worker, Principal, DOFE, Head Secretary	Meeting Minutes	
	Weekly meeting with a social worker and head secretary to review attendance. Identify students who are in need of attendance interventions, identify the intervention, implement, track progress and determine next steps.	Principal	Weekly attendance log review IC documentation Dashboard	

On an ongoing basis, our school will monitor and review their engagement in the continuous improvement process. We will analyze and summarize changes in educator practice and student outcome. We will adjust/revisit our schools action plan based on the data.

Summary of Cycle 1: Where are you at?

We are beginning to review and share the attendance data with the entire staff. During this cycle the social worker, attendance clerk and principal focused on attendance within their own role but then decided it would be better to streamline the various ways attendance is tracked. Moving towards the end of cycle two the social worker, principal and office staff set up weekly meetings to track attendance data and share the results with staff.

What impact has been made on educator practice and student outcome? Teachers are beginning to use multiple measures to contact families that are consistently absent.

Tier 2/3 Climate and Culture Action Step: Our school will provide a system of attendance intervention support (RtI Tier 2 and Tier 3) to ensure that all students who are eligible for an attendance intervention have been identified, supported, and monitored through an identified BIT Team.

Timeline	Tasks	Person Responsible <i>Who will be doing the work</i>	Evidence of Completion and Quality / Fidelity	Date Completed
Cycle 2: Tier 2/3 Climate and Culture: Nine Week Cycle of Implementation Dates: November 16 - February 12	The success coaches have been reaching out to scholars every Wednesday during Asynchronous time. The social worker has sent five day letters, provided support for missing scholars and worked with the office staff to clean up the data. A continuation of the aforementioned tasks will need to take place to meet the attendance contract measure.	Social worker, office staff, success coaches, leadership team, MESA staff	Minutes from social worker,	Fall 2020-Spring 2021
	on a Tier 1 level, teachers are making contacts with students who have missed classes, via calls home, Dojo, Remind and email. 5-day truancy letters are sent home to families when students reach the 5 unexcused absences (by the attendance secretary).	School Social worker, Leadership, and Staff	Minutes from attendance meetings	Fall 2020-Spring 2021

	<p>School social worker begins interventions after 8 days of absences via phone calls, emails, texts, home visits. TABS warning letters generated after 5-day truancy notice and 15 days missed.</p> <p>Tier 2-Attendance Check-in/Check-Out (CICO) program starting 11/9/20. Attendance progress reviewed during monthly BIT. Intervention conducted for 8 weeks then students are graduated from program or layered interventions begin (i.e. Individualized CICO, Attendance SAIG). Second ACICO group identified by attendance data by SSW and discussed at BIT during the December meeting. Attendance data analyzed during each monthly BIT meeting.</p> <p>SSW identifies needs of students and family and advocates with teachers, Dean of Family Engagement regarding log in needs, SSW identifies students to enroll in HEP, identifies resources to meet needs that impact attendance.</p> <p>Families who demonstrate a need for technological support are given one-on-one assistance with logging into Zoom classes, Google Classroom, or Seesaw. Families in need of hotspots or internet resources are referred to the school for hotspots or chromebooks. Families who are unable to work on the virtual platform are given packets of schoolwork to complete and return to school.</p>	<p>School Social worker and staff</p>	<p>Minutes from meetings, CICO data</p>	<p>Fall 2020-Spring 2021</p>
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On an ongoing basis, our school will monitor and review their engagement in the continuous improvement process. We will analyze and summarize changes in educator practice and student outcome. We will adjust/revisit our schools action plan based on the data.

Summary of Cycle 2: Where are you at?

The first round of A-CICO was completed by 12/18/20. Seven out of twenty students enrolled in the intervention will graduate from A-CICO with no further attendance interventions. Five students were not responding to the intervention and will be cycled out for additional higher level interventions (conducted by SSW). Twelve new students will be enrolled in the A-CICO program for an eight-week cycle beginning the first week of second semester. Nine students will remain in the A-CICO intervention for an additional 8 week cycle.

What impact has been made on educator practice and student outcome?

Ensuring daily contact between teacher and student has been a positive impact and has improved the attendance of seven students enrolled in the A-CICO intervention. SSW was alerted to students not responding to A-CICO and able to mitigate attendance concerns due to pandemic or basic needs of the family impacting school engagement.

Tier 1 Climate and Culture Action Step: Our school will address discipline disproportionality through an equitable multi-level system of support (eMLSS).

Timeline	Tasks	Person Responsible	Evidence of Completion and Quality / Fidelity	Date Completed
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		<i>Who will be doing the work</i>		
Cycle 1: Tier 1 Climate and Culture: Nine Week Cycle of Implementation Dates: August 17 - November 13 Virtual Instruction	Virtual T- Chart of remote learning expectations and guidelines that align with face2face behavioral expectations.	Leadership team	Norm Charts within each classroom	Fall 2020-Spring 2021
On an ongoing basis, our school will monitor and review their engagement in the continuous improvement process. We will analyze and summarize changes in educator practice and student outcome. We will adjust/revisit our schools action plan based on the data.				
Summary of Cycle 1: Where are you at? This is an ongoing strategy that will continue through the entire cycle. What impact has been made on educator practice and student outcome? Teachers will be empowered to engage scholars virtually as well as face 2 face when scholars return to the building..				
Tier 1 Climate and Culture Action Step: Our school will address discipline disproportionality through an equitable multi-level system of support (eMLSS).				
Timeline	Tasks	Person Responsible <i>Who will be doing the work</i>	Evidence of Completion and Quality / Fidelity	Date Completed
Cycle 2: Tier 1 Climate and Culture: Nine Week Cycle of Implementation Dates: November 16 - February 12	The Leadership Team will review the t-chart and share it at a staff meeting to support the various needs that have started to surface. The BIP team will meet and discuss behavior intervention data	Dean of Schools, Principal, Assistant Principal, social worker, SEL coach, School Psych	BIP meeting agenda and sign in sheets	Fall 2020-Spring 2021
On an ongoing basis, our school will monitor and review their engagement in the continuous improvement process. We will analyze and summarize changes in educator practice and student outcome. We will adjust/revisit our schools action plan based on the data.				
Summary of Cycle 2: Where are you at? BIP meetings have begun during this cycle and will carry over to cycle 3. What impact has been made on educator practice and student outcome? Collaborative conversations around the continuation of engaging lessons and the review of lesson plans between Special Ed. and regular education teachers have started to occur.				
Tier 2/3 Climate and Culture Action Step: Our school will provide a system of behavioral intervention support (Rtl Tier 2 and Tier 3) to ensure that all students who are eligible for a behavior intervention have been identified, supported, and monitored through an identified BIT Team.				
Timeline	Tasks	Person Responsible <i>Who will be doing the work</i>	Evidence of Completion and Quality / Fidelity	Date Completed

Cycle 1: Tier 2/3 Climate and Culture: Nine Week Cycle of Implementation Dates: August 17 - November 13 Virtual Instruction	Create Restorative groups for scholars with multiple suspensions in the previous year(virtual groups)	Social Worker, Psychologist, AP, Dean of Students	Meeting minutes, feedback from group participants	Fall 2020-Spring 2021
	Continue Restorative groups for scholars. Scholars will become the leaders of this practice.(Leaders of their own learning EL.	Social Worker, Psychologist, AP, Dean of Students	Meeting minutes, feedback from group participants	Fall 2020-Spring 2021

On an ongoing basis, our school will monitor and review their engagement in the continuous improvement process. We will analyze and summarize changes in educator practice and student outcome. We will adjust/revisit our schools action plan based on the data.

Summary of Cycle 1: Where are you at? What impact has been made on educator practice and student outcome? We began with conversations as to what this would look like in cycle 1. Cycle 1 was spent supporting staff around the implementation of Crew, virtual platforms, attendance taking, getting new staff adjusted to IC and an abundance of technical support.

This will result in the check in check out procedure in cycle 2.

Tier 2/3 Climate and Culture Action Step: Our school will provide a system of behavioral intervention support (RtI Tier 2 and Tier 3) to ensure that all students who are eligible for a behavior intervention have been identified, supported, and monitored through an identified BIT Team.

Timeline	Tasks	Person Responsible <i>Who will be doing the work</i>	Evidence of Completion and Quality / Fidelity	Date Completed
Cycle 2: Tier 2/3 Climate and Culture: Nine Week Cycle of Implementation Dates: November 16 - February 12	The implementation of check in check out will begin this trimester at MESA.	Social worker, MESA staff	Attendance monitor sheet shared at BIT meetings.	1/11/21-3/8/21 A-CICO Cycle 2 dates

On an ongoing basis, our school will monitor and review their engagement in the continuous improvement process. We will analyze and summarize changes in educator practice and student outcome. We will adjust/revisit our schools action plan based on the data.

Twelve new students will be enrolled in the A-CICO program for an eight-week cycle beginning the first week of second semester. Nine students will remain in the A-CICO intervention for an additional 8 week cycle. Cycle 2 began 1/11/21 to run through 3/8/21 with 8 out of 20 students responding well to the intervention halfway through the cycle. Recommendations for next steps and layered interventions to be discussed at next BIT meeting on 3/4/21.

Summary of Cycle 2: Where are you at? What impact has been made on educator practice and student outcome?
Ensuring daily contact between teacher and student has been a positive impact and has improved the attendance of eight students enrolled in the A-CICO intervention. SSW was alerted to students not responding to A-CICO and able to mitigate attendance concerns due to pandemic or basic needs of the family impacting school engagement.

CYCLE 3 (February 15 - June 4))

<p align="center">Strategy(s) / Action Steps / Tasks <i>Supports contract measures 9-13 (climate and culture measures)</i></p>				
<p>Strategy: Our school believes that a supportive environment requires the need for embracing equitable practices, building strong emotional/social structures and developing environments of safe and secure educational risk taking, which is expected for each and every individual. To that end our school will implement a school-wide support system for the implementation of PBIS strategies within an Equitable Multi-Level System of Support (EMLSS) to address suspensions, referrals, and attendance issues in the district with an emphasis on Black students and students with special needs. Our school will implement eMLSS response to intervention (RtI) practices for the behavioral needs of all students. All RtI practices start with Tier 1 for all students. Schools must ensure their Tier 1 behavior supports meets the needs of all students through differentiation and scaffolding to support students. After ensuring students receive Tier 1 at fidelity, schools support students through an equitable multi-level system of tiered supports. Lessons and programs need to meet the ESSA Tiers of Evidence.</p>				
<p>Tier 1 Climate and Culture Action Step: Our school will institute and execute a functioning PBIS team as part of an Equitable Multi-Level System of Support (eMLSS) to implement and monitor PBIS practices to support attendance and suspension/referrals. We will provide Tier 1 support for all students aimed to create a positive climate and culture in which all students are active members of the school and classroom community with multiple positive relationships with adults and peers.</p>				
Timeline	Tasks	Person Responsible <i>Who will be doing the work</i>	Evidence of Completion and Quality / Fidelity	Date Completed
<p>Cycle 3: Tier 1 Climate and Culture: Dates: February 15 - June 4</p>	<p>The BIT Team will review progress monitoring data monthly. We will look for trends in regular Ed student growth and compare that to SPED growth . We will identify students who are not progressing and determine appropriate changes to their intervention.</p> <p>Monthly attendance rewards center for students who achieve 100% attendance the month prior. This event is completely virtual during asynchronous learning time. Rewards Center contains games, art activities, music and a virtual field trip. Monthly perfect attendance will also be recognized on the school website.</p>	<p>Special Ed. Coordinator, AP, Instructional Coach, School Psych, Principal</p> <p>School Social Worker and School Psychologist</p>	<p>PLC meetings, agendas, academic and behavior data, comparison of report card grades and assessments</p> <p>Scholars and teachers will be provided a link to access Rewards Center. Attendance from Rewards Center will be noted.</p>	<p>1/29/21 3/12/21</p>
<p>On an ongoing basis, our school will monitor and review their engagement in the continuous improvement process. We will analyze and summarize changes in educator practice and student outcome. We will adjust/visit our schools action plan based on the data.</p>				
<p>Summary of Cycle 3: Where are you at? What impact has been made on educator practice and student outcome?</p> <p>5 Monthly attendance reward events were held virtually as an incentive for perfect attendance each month. Scholars that attended looked forward to the next virtual incentive each month and communicated to their virtual classes how much fun they had. Teachers were able to use Reward events as a way to promote and increase attendance and participation.</p>				
<p>Tier 1 Climate and Culture Action Step: Our school will implement an attendance plan to address the issues related to attendance and chronic absenteeism within an Equitable Multi-Level System of Support (eMLSS).</p>				

Timeline	Tasks	Person Responsible <i>Who will be doing the work</i>	Evidence of Completion and Quality / Fidelity	Date Completed
Cycle 3: Tier 1 Climate and Culture: Dates: February 15 - June 4	Weekly attendance meetings will occur from cycle 2, five day letters will go home in addition supplementary materials will be sent home so that scholars who are having difficulty with logging in have multiple means to complete assignments and get credit for attendance.	Social worker, attendance clerk, principal	Meeting minutes, contact logs	June 4, 2021
On an ongoing basis, our school will monitor and review their engagement in the continuous improvement process. We will analyze and summarize changes in educator practice and student outcome. We will adjust/revisit our schools action plan based on the data.				
Summary of Cycle 3: Where are you at? What impact has been made on educator practice and student outcome? 5 Monthly attendance reward events were held virtually as an incentive for perfect attendance each month. Scholars that attended looked forward to the next virtual incentive each month and communicated to their virtual classes how much fun they had. Teachers were able to use Reward events as a way to promote and increase attendance and participation.				
Tier 2/3 Climate and Culture Action Step: Our school will provide a system of attendance intervention support (Rtl Tier 2 and Tier 3) to ensure that all students who are eligible for an attendance intervention have been identified, supported, and monitored through an identified BIT Team.				
Timeline	Tasks	Person Responsible <i>Who will be doing the work</i>	Evidence of Completion and Quality / Fidelity	Date Completed
Cycle 3: Tier 2/3 Climate and Culture: Dates: February 15 - June 4	Tier 2-Attendance Check-in/Check-Out (CICO) program starting 11/9/20. Attendance progress reviewed during monthly BIT. Intervention conducted for 8 weeks then students are graduated from program or layered interventions begin (i.e. Individualized CICO, Attendance SAIG). Second ACICO group identified by attendance data by SSW and will be discussed at BIT during the December meeting and continued throughout the third cycle. Attendance data analyzed during each monthly BIT meeting.	Social worker. BIT Team	Meeting agendas and minutes	June 4, 2021
On an ongoing basis, our school will monitor and review their engagement in the continuous improvement process. We will analyze and summarize changes in educator practice and student outcome. We will adjust/revisit our schools action plan based on the data.				
Summary of Cycle 3: Where are you at? We are still reviewing educator practices. We have some scholars in person and some virtual. What impact has been made on educator practice and student outcome? Teachers were able to use Reward events as a way to promote and increase attendance and participation. The second cycle of attendance check-in/check-out was completed virtually during cycle 3. Twenty scholars were selected for the intervention. Five scholars showed a positive response to the intervention, seven remained where they started and eight scholars were screened to need additional support and services. Of the eight scholars who did not respond to the intervention, additional issues were identified and addressed as needed (i.e. housing, medical, technology issues).				
Tier 1 Climate and Culture Action Step: Our school will address discipline disproportionality through an equitable multi-level system of support (eMLSS).				
Timeline	Tasks	Person Responsible <i>Who will be doing the work</i>	Evidence of Completion and Quality / Fidelity	Date Completed

Cycle 3: Tier 1 Climate and Culture: Dates: February 15 - June 4	The Dean of Schools and the Sped Coordinator will review the attendance, grades and referrals of our SPED scholars. They will share the results with the staff and leadership team as well as during PLC time for reg and sped planning.	Sped coordinator, Dean of schools, Principal	Agendas, student assessment data results,	June 4, 2021
<p>On an ongoing basis, our school will monitor and review their engagement in the continuous improvement process. We will analyze and summarize changes in educator practice and student outcome. We will adjust/revisit our schools action plan based on the data.</p>				
<p>Summary of Cycle 3: Where are you at? We are using our EL Dimensions tool. What impact has been made on educator practice and student outcome? Due to the 0% suspension rate that was maintained for the 2020-21 school year, no review is necessary. We continued to monitor behavior and made adjustments as necessary.</p>				
<p>Tier 2/3 Climate and Culture Action Step: Our school will provide a system of behavioral intervention support (RtI Tier 2 and Tier 3) to ensure that all students who are eligible for a behavior intervention have been identified, supported, and monitored through an identified BIT Team.</p>				
Timeline	Tasks	Person Responsible <i>Who will be doing the work</i>	Evidence of Completion and Quality / Fidelity	Date Completed
Cycle 3: Tier 2/3 Climate and Culture: Dates: February 15 - June 4	TBD as a need arises - current suspension rate is 0%			NA
<p>On an ongoing basis, our school will monitor and review their engagement in the continuous improvement process. We will analyze and summarize changes in educator practice and student outcome. We will adjust/revisit our schools action plan based on the data.</p>				
<p>Summary of Cycle 3: Where are you at? What impact has been made on educator practice and student outcome? Due to the 0% suspension rate that was maintained for the 2020-21 school year, no review is necessary. We continued to monitor behavior and made adjustments as necessary.</p>				

Attendance

(12) Attendance Rate	Achieve an average daily attendance rate of pupils in Charter School that is the same as, or higher than, the average daily attendance rate of pupils in corresponding grades in all MPS schools.
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Year	School Result	District Result	Met Goal	Source
2017-18	92.7%	90.6%	Yes	MPS Dashboard
2018-19	91.6%	90.2%	Yes	MPS Dashboard
2019-20	90.2%	90.9%	No	MPS Data Extract - 03/13/20
2020-21				
2021-22				

Evidence / Source
Provide evidence to support your school's progress.
**Recommended Source(s): Dashboard and/or Infinite Campus – ADA/ADM Report to determine specific students*
***Update data on a monthly basis**

2020-2021	Attendance Rate	District Rate	Met Goal	Source
Date: Aug	78.0%			MPS Dashboard
Date: Sept	82.3%			MPS Dashboard
Date: Oct	80.5%			MPS Dashboard
Date: Nov	79.7%	88.5% (Nov. 30)	No	MPS Dashboard
Date: December 28, 2020	79.7%	88.2% (Dec. 14)	No	MPS Dashboard
Date: January 28, 2021	80.3%	88.4% (Jan. 28)	No	MPS Dashboard
Date: February 21, 2021	80.10%			MPS Dashboard
Date: March 21, 2021	79.70%	88.80% (March 21)	No	MPS Dashboard
Date: April				MPS Dashboard

Date: May				
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Tier 2 Intervention Information	Tier 3 Intervention Information

**This data is analyzed monthly by the teachers, administration, leadership team and PBIS Team. All recommendations for a Tier 2 or Tier 3 intervention would go to the BIT Behavior Team for further determination of needs.*

Improved Attendance Rate

(9) Improved Attendance

Charter School will demonstrate an improved attendance rate by 2% compared to the previous school year.

Year	School Attendance Rate	Previous Year's Attendance Rate	Met Goal	Source
2020 - 2021				MPS Dashboard
2021 - 2022				MPS Dashboard

Evidence / Source

Provide evidence to support your school's progress.

**Recommended Source(s): Dashboard*

**Update data on a monthly basis*

2020 – 21 Monthly	School Attendance Rate	Previous Years Attendance Rate	Met Goal
Date: September	82.3%	93.9%	No
Date: October	80.5%	91.9%	No
Date: November	79.7%	89.8%	No
Date: December	79.7%	87.4%	No
Date: January	80.3%	90.0%	No
Date: February	80.10%	87.3%	No
Date: March	79.70%	94.1%	No
Date: April		N/A	
Date: May		N/A	
Date: June		N/A	

Improved Suspension Rate

(10) Improved Suspension Rate Charter School will demonstrate an improved suspension rate by 2% compared to the previous school year.

Year	School Suspension Rate	Previous Year's Suspension Rate	Met Goal	Source
2020 - 2021		3.1%		MPS Dashboard
2021 - 2022				

Evidence / Source
Provide evidence to support your school's progress.
**Recommended Source(s): Dashboard*
**Update data on a monthly basis*

2020 – 21 Monthly	School Suspension Rate	Previous Years Suspension Rate	Met Goal
Date: September	0%	2.1%	Yes
Date: October	0%	.5%	Yes
Date: November	0%	.9%	Yes
Date: December	0%	3.3%	Yes
Date: January	0%	3.5%	Yes
Date: February	0%	3.8%	Yes
Date: March	0%	1.4%	Yes
Date: April		0%	
Date: May		0%	
Date: June		0%	

Mobility Rate

(13) Mobility Rate

Achieve a mobility rate of pupils in Charter School (registered as of the September Third Friday Count) that is the same as, or lower than, the mobility rate of pupils in corresponding grades in all MPS schools. In this Contract, "mobility rate" shall refer to the percentage of students that enroll after the Third Friday in September (or, intake rate).

Year	School Result	District Result	Met Goal	Source
2017-18	8.5%	10.2%	Yes	MPS Dashboard
2018-19	7.8%	9.8%	Yes	MPS Dashboard
2019-20	6.4%	8.8%	Yes	MPS Dashboard
2020-21				
2021-22				

Evidence / Source

Provide evidence to support your school's progress.

**Recommended Source(s): Dashboard*

**Update data on a monthly basis*

2020 – 21 Monthly	School Intake Rate	District Intake Rate	Met Goal
Date: September			
Date: October			
Date: November			
Date: December			
Date: January			
Date: February 21, 2021	3.10%		
Date: March 21, 2021	3.10%	4.20%	Yes
Date: April			

Date: May			
Date: June			

Stability Rate

(11) Stability Rate	Achieve a stability rate of pupils in Charter School that is the same as, or higher than, the stability rate of pupils in corresponding grades in all MPS schools. In this Contract, "stability rate" shall refer to the percentage of students (excluding the top grade) enrolled on the May count date of the first year that are still enrolled on the following year's September count date.
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Year	School Result	District Result	Met Goal	Source
2017-18				
2018-19	77.2%	79.7%	No	MPS Dashboard
2019-20	79.7%	88.3%	No	MPS Dashboard
2020-21				
2021-22				

Evidence / Source *Provide evidence to support your school's progress - update on a monthly basis*
**Recommended Source(s): Dashboard*

2020 – 21 Monthly	School Exit Rate	District Exit Rate	Met Goal	School Churn Rate	District Churn Rate	Met Goal
Date: September	2.5%					
Date: October	.25%					
Date: November	.50%					
Date: December	0%					
Date: January						
Date: February 21, 2021	6.10%			9.20%		
Date: March 21, 2021	6.60%	4.60%	Yes	9.70%	7.90%	Yes
Date: April						
Date: May						
Date: June						

Family Engagement

Action Steps / Tasks <i>Supports all School Improvement Plan Efforts</i>				
Action Step: Our school will engage families in the school improvement process throughout the year. The feedback gathered will be used to inform the creation and improvement of the ongoing school improvement process.				
Timeline	Tasks	Person Responsible <i>Who will be doing the work</i>	Evidence of Completion and Quality / Fidelity	Date Completed
Cycle 1: Nine Week Cycle of Implementation - Family Engagement Dates: August 17 - November 13 Virtual Instruction	Assign someone on staff (Parent Coordinator) to identify school-based events (e.g., open house, parent-teacher conferences, sporting events, game nights, etc.) where parents will be in attendance.	Khiana Cobb Jill Wallace	Open Ebook Codes for Students Backpack Give Away	Sept. 27, 2020 10/7/2020
	Create a plan to systematically collect input from parents related to the strategies used in the SIP.	Khiana Cobb Jill Wallace	Surveys Class Dojo Virtually Q&A	- Technology needs survey 9/1/2020 - Parent Needs 9/23/2020 - Scholar Return - Survey 10/23/2020
	Build a tool to capture the input from parents.	Khiana Cobb Jill Wallace	Google Form Survey Monkey	8/1/2020
	Create tasks for each event to gather input related to SIP strategies.	Khiana Cobb Jill Wallace	Meet Greet (By parents'/guardians' LN) Listening session by Dept Parent Meetings Individual Home-visits (by appt. and need for SEL/Trauma Experiences/Issues)	August 5th August 11th Last Thursday of every other month 9/24/2020 Oct. 7th, Oct. 14th,

	Create tasks to share the input, after each event, with the staff through the principal.	Khiana Cobb Jill Wallace	All virtual meeting recorded and link shared with staff and families	https://docs.google.com/presentation/d/153hK91CIYzQTJmn10jpkYh_i3tXTd2wogHj4aoxuaSl/edit?usp=sharing
	Create a system to inform and thank parents for the input they provided.	Khiana Cobb Jill Wallace	Text, email, website acknowledgement thanking parents	Weekly Text Alerts and DoJo post providing resources

On an ongoing basis, our school will monitor and review their engagement in the continuous improvement process. We will analyze and summarize changes in educator practice and student outcome. We will adjust/revisit our schools action plan based on the data.

Summary of Cycle 1: Where are you at? What impact has been made on educator practice and student outcome?

Teacher Impact: EVERY scholar has their own chromebook and were given a bookbag to which assist scholars in being successful virtually.

Student Impact: Student survey data was collected and overall seem happy with virtual learning and their teachers. Results can be found in MESA FE folder

Next Steps: During Cycle 1 we increased parent attendance at parent meetings from 3 parents (2019-20) to 72 parents (2020-21). All future parent meetings will be recorded. Continuing to communicate with families virtually and through phone calls weekly, text alerts, and Class DoJo.

Action Step: Our school will engage families in the school improvement process throughout the year. The feedback gathered will be used to inform the creation and improvement of the ongoing school improvement process.

Timeline	Tasks	Person Responsible <i>Who will be doing the work</i>	Evidence of Completion and Quality / Fidelity	Date Completed
Cycle 2: Nine Week Cycle of Implementation - Family Engagement Dates: November 16 - February 12	Home visits to drop off SEL materials and meet w/ parents and students	Jill Wallace	Home visits	Nov. 2nd Nov. 3rd
	Having parents join the leadership team as a resource to other parents.	Khiana Cobb	Sasha Brown (MESA 3rd/7thparent) Rochelle Horton (MESA 4th parent) Cassandra Iler (4th parent)	Dec 15th *recording can be found in FE Evidence folder*

On an ongoing basis, our school will monitor and review their engagement in the continuous improvement process. We will analyze and summarize changes in educator practice and student outcome. We will adjust/revisit our schools action plan based on the data.

Summary of Cycle 2: Where are you at? What impact has been made on educator practice and student outcome?

Teacher Impact: Our social emotional learning coach completed home visits to families with literacy resources families could work on together at home.

Student Impact: Our first Virtually assembly was successful and students were engaged and some showed up that don't attend virtual classes regularly.

Next Steps: We have 3 Mesa parents that will meet with the DOFE and principal monthly to help with school based decisions and planning. Incorporate virtual assemblies monthly to increase student engagement. First parent leadership board meeting was 12/15 and will occur every 2nd Tuesday of the month. The goal is to have a parent from every department (Primary, Intermediate and Middle School)

CYCLE 3 (February 15 - June 4)

Action Steps / Tasks <i>Supports all School Improvement Plan Efforts</i>				
Action Step: Our school will engage families in the school improvement process throughout the year. The feedback gathered will be used to inform the creation and improvement of the ongoing school improvement process.				
Timeline	Tasks	Person Responsible <i>Who will be doing the work</i>	Evidence of Completion and Quality / Fidelity	Date Completed
Cycle 3: Family Engagement Dates: February 15 - June 4	MESA will engage parents in schoolwide decision making and create surveys to collect feedback that will help increase parent engagement.	Khiana Cobb	parents/scholar return survey results * will be uploaded to the FE evidence folder also* https://docs.google.com/forms/d/1tlhLZ6d6rMMk-Op0XbzmK44aNLP92cy_JEeJNaLvyxc/viewanalytics recorded meetings https://docs.google.com/document/d/10JASNEzJraikhkGcpmrGpjHE5K0op34hFAakgWVoTyU/edit?usp=sharing ongoing monthly communication throughout the year via texts, newsletters, virtual meetings, and Class Dojo https://docs.google.com/document/d/10JASNEzJraikhkGcpmrGpjHE5K0op34hFAakgWVoTyU/edit?usp=sharing	3/19/21
On an ongoing basis, our school will monitor and review their engagement in the continuous improvement process. We will analyze and summarize changes in educator practice and student outcome. We will adjust/revisit our schools action plan based on the data.				
Summary of Cycle 3: Where are you at? MESA has successfully implemented the Parent Leadership Team. We have involved parents in the activities at MESA, and for the purposes of developing, revising, and reviewing the parent and family engagement at MESA. What impact has been made on family engagement and student outcomes? Some of the short term outcomes of our PLT is the overall partnership between teachers, scholars and families and the increasing student motivation, grades and attendance.				
Teacher Outcome: Teachers and Leadership have experienced higher morale and job satisfaction. Parents have more respect for the profession. Communication has improved among teachers, parents and leadership.				
Student Outcome: Improved child and student achievement, decreased disciplinary issues, improved parent-teacher and teacher-student relationships, and improved school environment.				
Next Steps:				