



School Nominee Presentation Form

ELIGIBILITY CERTIFICATIONS

School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of their knowledge. *In no case is a private school required to make any certification with regard to the public school district in which it is located.*

1. The school has some configuration that includes grades early learning to 12.
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review. The Department of Defense Education Activity (DoDEA) is not subject to the jurisdiction of OCR. The nominated DoDEA schools, however, are subject to and in compliance with statutory and regulatory requirements to comply with Federal civil rights laws.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S. Department of Education Green Ribbon Schools

Name of Principal: **Mrs. Shannon Kilsdonk**

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name: **Clement Avenue School**

(As it should appear on an award)

**Private Schools: If the information requested is not applicable, write N/A in the space*

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

A handwritten signature in black ink, appearing to read "Shannon Kilsdonk", written over a horizontal line.

(Principal's Signature)

Date: February 17, 2021

Name of Superintendent: **Dr. Keith P. Posley**

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in official records)

District Name: **Milwaukee Public Schools**

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

A handwritten signature in black ink, appearing to read "Keith P. Posley", written over a horizontal line.

(Superintendent's Signature)

Date: February 24, 2021



Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

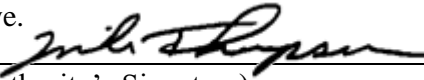
1. The school has some configuration that includes grades Pre-K-12.
2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency: **Wisconsin Department of Public Instruction**

Name of Nominating Authority: **Carolyn Stanford Taylor**

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.

 Date: 2/25/21
(Nominating Authority's Signature)

SUBMISSION

The nomination package, including the signed certifications, narrative summary, documentation of evaluation in the three Pillars, and photos should be submitted online according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: December 31, 2023

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

U.S. Department of Education Green Ribbon Schools
Summary of Achievements
for
Clement Avenue School

Clement Avenue School's mission is to conserve, teach, and encourage healthier choices, both environmentally and physically in our community. Clement Avenue, part of Milwaukee Public Schools, serves 406 students in four-year-old kindergarten through eighth grade.

The Clement Avenue School's Redevelopment Project is capable of managing over 88,000 gallons of stormwater every time it rains. We have removed approximately 22,000 sq.ft. of asphalt and it has been replaced with new green space and a mixed-use recreation and educational space. Green infrastructure is a strategy that diverts stormwater runoff from entering the sewer system and manages stormwater where it falls through a more sustainable means, mimicking natural water systems. Green infrastructure serves as an opportunity for creative science, technology, engineering, arts, and math (STEAM) student and community engagement.

Because of Clement's successful school garden program, the school now has a new outdoor classroom with a rainwater harvesting system. All of this will help reduce flooding and basement backups in the neighborhood, reduce combined sewer overflows, and improve the water quality in local rivers and Lake Michigan. Furthermore, the co-benefits that come with greener spaces include reduced heat island effect, improved social-emotional outlook, and significantly improved habitat, promoting biodiversity.

Clement Avenue School has worked closely with community organizations to bring outdoor physical activities to life. For example, our physical education teacher teaches a bike education unit yearly so our students can learn how to ride safely and enjoy this outdoor activity (approximately 100 students yearly). We have also teamed up with the Wisconsin Bike Federation to offer additional bike and pedestrian classes (approximately 50 students yearly) that lead right into the Bike/Run to school day (approximately 150 students yearly). We have partnered with the following agencies and organizations for our bike education unit: Safe Kids Southeast Wisconsin Lead Agency, Children's Hospital of Wisconsin, Milwaukee Public Schools, Milwaukee County Sheriff's Office, City of Milwaukee Fire Department, COA Youth & Family Centers, The American Cancer Society, and Wisconsin Health and Physical Education.

Our new playground allows us to be able to break up the area into workout stations throughout the structure. Students choose to do leg stretches while sitting or standing at the activity stations and having shade to rest in when done. The grassy area is used for continued mindfulness activities and to have a safe place for our community to play soccer. Buddy Benches and social seating areas help promote social health and problem solving. The gardens continue to impact students and the community's lives by promoting healthy eating. The addition of bike racks assist with the promotion of a healthy, active lifestyle.

Through the support of our school's Health and Wellness Team, we are providing opportunities for our students, their families as well as the staff with healthy avenues to remain active even during the schools' closure. After the construction of our new playground and through our virtual school year, we have encouraged our students to be physically active outdoors by completing a "Turkey Trot" Run/Walk (75 participants) and a Jingle Run/Walk (15 families participated). Through our virtual school year, the

physical education teacher creates physical activity and mindfulness choice boards that encourage movement inside and outside the house.

We are an active school in our community as we service not only students from Clement Ave School but any MPS student in the surrounding area. Our school is among 50 schools that serve as a meal site for anyone 18 and under attending any Milwaukee Public School to stop by and pick up breakfast, lunch and once a week fresh produce. The Department of Nutrition Services will continue the Fresh Fruit and Vegetable Program, one time per week, families come to pick up their free produce. Each produce bag has been specially selected to provide healthy fresh fruits and vegetables that are paired with nutrition facts, a cooking video, and recipes.

Each week our school psychologist and social worker prepare social emotional and wellness activities for our families to practice - these are posted weekly in our school newsletter which is sent out electronically via email and through our schools Class Dojo. For our staff, we provide yoga classes and fitness classes, as well as mindfulness opportunities. We have approximately 10 members for our fitness classes and 10 staff members for the mindfulness classes.

Clement Avenue School has the unique opportunity to interact with the public as it is an entrance way to Tippecanoe Park, part of the Milwaukee County Parks system, located east and south of the building. With this in mind we embraced the community not only as stakeholders in the renovation of our playground but also as active explorers and users of the area. Even with our school teaching virtually, we have seen people in the neighborhood take part in biking around our newly created pathways, or admiring the transformation and seeing the inclusive potential this gem has to offer.

Inclusivity is at the heart of our school as we are a one level school, allowing for people who use wheelchairs or walkers the ability to take part in the exciting renovation. The entrance to our playground is accessible from Clement Avenue which is also on a Milwaukee Public Transit Bus line. There are no barriers to maneuver, we are a welcome mat for all whether there is a desire to put together a pick up game of basketball, play a game of four square, or kick a soccer ball.

Our Green Team, made up of staff members and families of students, maintains the momentum of the redevelopment project and further develops a school and community culture focused on environmental sustainability. Students at Clement Avenue are immersed in environmental education with integration across all grade levels and subject areas. The school provides opportunities in-school, such as aquaponics in the classroom and learning in the outdoor classroom, and out-of-school, such as the EcoLiteracy Challenge and the Bay View Bash, for students to develop their environmental literacy. The school uses every opportunity available to integrate environmental learning, including through fundraisers where students learn about compost, grow and sell plants, and rain barrels.

About the Summary and Scoring:

Green & Healthy Schools Wisconsin collects annual survey information from schools and compiles this data long-term. The most recent survey data has been included in the application summary that follows along with additional supporting information provided by the applicant. Each application was ranked by teams of external reviewers and internal reviewers, each with different areas of expertise, using a common ranking tool. In addition, the slate of nominees was forwarded to related state and federal agencies to ensure there were no compliance or regulatory issues.

Clement Avenue student population is as follows:

73.6% Economically Disadvantaged

41.6% Hispanic

33.9% White

14.3% Multi

8.3% Black

1.9% Asian

20.1% Special Education

1.4% ELL

Green & Healthy Schools Annual Survey
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Policies

The following policies exist in our school or district.

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| <ul style="list-style-type: none"> ● School board approved sustainability policy or resolution, or similar: MPS passed a Climate Justice Education Resolution in Spring 2020 including an advisory committee and curriculum writing team. ● Well-publicized no-idling policy that applies to all motorized vehicles (including school buses and parent drop-off/pick-up). ● Providing healthy classroom snacks. |
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Pillar I: Reduced Environmental Impacts and Costs
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- | |
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| <ul style="list-style-type: none"> ➤ Reduced or eliminated greenhouse gas emissions, using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements, conservation measures, and/or on-site renewable energy and/or purchase of green power ➤ Improved water quality, efficiency, and conservation ➤ Reduced solid and hazardous waste production through increased recycling and composting, reduced consumption, and improved management, reduction, or elimination of hazardous waste ➤ Expanded use of alternative transportation, through active promotion of locally available, energy-efficient options and implementation of alternative transportation supportive projects and policies |
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Energy efficiency or conservation measures were implemented in our school:
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| <ul style="list-style-type: none"> ● High-efficiency lighting installation. ● Installed occupancy sensors (in some locations). ● Installation of variable frequency drives (VFDs) |
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Conservation practices used in our school.
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<ul style="list-style-type: none"> • Computer power management settings • Thermostat temperature setback for unoccupied building times. • Optimized programming of occupancy sensors. • Removed personal appliances such as portable space heaters or mini-fridges. • Removed vending machines or installed energy misers.
<p>How does your school promote non-fossil fuel transportation?</p> <ul style="list-style-type: none"> • We hold a walk/bike to school event two times a year. We work with the Bike Federation to promote this event. It is very well received. We also host a Bike Rodeo event in the Spring teaching students how to ride a bike and encouraging them to stay active.
<p>Our school implements water conservation measures.</p>
<ul style="list-style-type: none"> • Educates students and staff on what should and should not go down the drains. • Faucets with properly timed automatic shut-off. • Optimized water or steam based heating systems to reduce blow-off.
<p>Our school practices "ecologically-friendly" landscaping methods on school grounds.</p>
<ul style="list-style-type: none"> • Do not irrigate OR Grey water or rain water used for irrigation. • Water efficient, or native plant landscaping. • Do not use fertilizers OR Careful application of fertilizers to reduce runoff impact
<p>Our school has green infrastructure on our school site.</p>
<p>Our school practices "ecologically responsible" methods for snow and ice removal.</p> <ul style="list-style-type: none"> • Salt application charts are used and equipment is calibrated.
<p>Our school has an integrated pest management (IPM) program.</p>
<p>Brief narrative describing how the people in your school community reduce environmental impact:</p> <ul style="list-style-type: none"> • Replacing hardscapes with more porous land covers help to infiltrate storm water into the ground and prevent it from running off into the sewer system. Removing pavement also offers the opportunity to replace it with other types of green infrastructure.

Natural Lighting in the School

Within Clement Avenue School we have classrooms dedicated to K4 - 5th grade in one section of the school, a gymnasium, teachers lounge, cafeteria and 6th - 8th grades in another section. The school is one level and consists of an older and newer section. The elementary and primary wings are part of the newer section - and include our Art Room and Library.

The middle school, office, teachers lounge, gymnasium and cafeteria are in the original or older section of the school. The breakdown of our school is as follows:

- Elementary/Primary wing - 17 classrooms (includes Art room and Library)
- Early Childhood - 4 classrooms
- Middle School wing- 4 classrooms (includes gymnasium, cafeteria, school offices)
- School office - principals office, main office, 3 side offices - 5 office areas, and one conference room

Of the 17 elementary and primary classrooms 10/17 (60%) of the classrooms rely on natural lighting or alternative lighting such as high efficiency floor lamps in a 7 hour school day. In addition 4/17 rooms (23%) have fluorescent light covers to dim the lighting due to sensory issues among some of our student population.

Of the 4 classrooms in the early childhood wing, 2/4 classrooms (50% rely on the natural light that enters the classroom from the sky lights, and 2/4 rooms use fluorescent light covers.

Of the 4 classrooms in the middle school wing, 2/4 classrooms (50% rely on natural light and high efficiency floor lamps. Of the 5 office areas, 2/7 (28%) rely on natural light and high efficiency lamps, and use a motion light.

In addition to saving energy by using natural lighting throughout most of the day, our school is designed with double doors within hallways and entrance ways. We are able to contain the warm air in the winter and cool air in the spring from escaping.

Clement 360° Tour: www.tourdeforce360.com/reflo/clement/vtour.html

This virtual tour allows one to experience Clement Avenue's redeveloped schoolyard and learn about the holistic project that transformed the site from a sea of asphalt to include green infrastructure such as bioswales and native plantings, natural play features for improved aesthetics and recreational opportunities, increased biodiversity, and outdoor education elements that support learning and community engagement activities. It aims to share the process, highlight project partners, and provide examples for other schools interested in pursuing a schoolyard redevelopment project.

Within 5 miles of our school is a company called Compost Crusader. We are in the planning phase to work with them and build on sustainability for the community. Compost Crusader was formed in 2014, they are building a culture around sustainability that empowers individuals and organizations to divert organic material from the landfill in an economically and environmentally sustainable way. Our Green Team is empowered to make a difference!

Recycling and Repurposing within the school

Even before our school was considering our playground renovation, we were very concerned about recycling and repurposing materials. Each year, our Middle school puts on a play of great proportions. The props for the stage are all hand made by our middle school students under the direction of the Middle School English teacher. They utilize materials that have been used in past performances. Backdrops are painted over and re-used every year.

Every morning our students receive a breakfast, which includes milk, cereal bowls and other food items. Each of the portions of the breakfast can be recycled. Staff will collect plastic film that wraps the food items and take collected bags of the film to the local grocery stores to be recycled. Milk cartons, and cereal bowls are rinsed and recycled as well. Plastic and aluminum containers are saved for the art teacher or in the classroom to be used for holding manipulatives, supplies, etc.

Our PTO will be starting a community can collection. The plan is to build an area to use for can collection within the school building. We will encourage our school families as well as the surrounding community to drop their empty cans off at our collection site. Cans will be taken to a recycling center, and any profits will be donated back to the school.

Middle School Students and Families: Bay View Bash

In the Fall of 2018, eighteen (18) middle school students along with their families participated in the amazing opportunity to volunteer at a local street fair - Bay View Bash. This event is proudly known as "Milwaukee's Greenest Festival." Here, our students and their families were educated in not only proper recycling, but composting. Students and their families literally got their hands dirty and sorted through bins of trash and recyclables. Teenagers who we least expected to participate



KOMPOST KIDS

ECO-FRIENDLY FUNDRAISING OPPORTUNITY!

EARN FUNDS FOR YOUR GREEN PROJECT, SUSTAINABILITY TEAM, OR COMMUNITY GROUP! * NO EXPERIENCE NECESSARY, JUST A WILLINGNESS TO LEARN, WORK WITH A TEAM, AND GET A LITTLE DIRTY.

WHAT'S REQUIRED

- 1 TRAINED TEAM LEADER
- 10-PERSON SORTING TEAM
- 2-HOUR SHIFT

WHAT'S INVOLVED

- HAND-SORTING EVERYTHING IN BASH RECEPTACLES (GARBAGE, RECYCLABLES, AND COMPOSTABLE MATERIALS)
- RECLAIM ITEMS THAT DON'T BELONG IN A LANDFILL FOR PROPER RE-USE AND RESOURCE CREATION

WHAT'S PROVIDED

- FUNDS FOR YOUR DIVERSION SORTING TEAM!*
- GLOVES, HAND SANITIZER (DUH), TSHIRT

EDUCATIONAL, SERVICE, OR PROJECT-BASED LEARNING OPPORTUNITIES WELCOME!

CONTACT RENEE AT: COMPOST@KOMPOSTKIDS.COM TO REGISTER YOUR TEAM, OR JUST ASK QUESTIONS! MORE INFO AT WWW.KOMPOSTKIDS.ORG/BVB. *SUPPORT FUNDING WILL GO TO ORGANIZATIONS, NOT INDIVIDUALS.

signed up and learned a great deal about our impact of turning trash into compost. In a 2 hour shift we hand sorted all items that usually made their way into a festival receptacle. We were able to reclaim items that do not belong in a landfill. The previous year 2 tons of material from the Bash went to the landfill. In 2018, we were able to sort 100% of all the food and drink scraps from the Bay View Bash!

The final diversion sponsorship was: \$3350. The Clement Ave team had 23.2% of the Diversion Sorting Team hours for a total funding of \$777.47 for our playground renovation.

<https://kompostkids.org/wp-content/uploads/2018/08/Our-Roots-BVB.png>

Pictures of the 2018 Bay View Bash event



Student holding a bag of compost seeing what “trash” can turn into. Representative from Blue Ribbon Organics (far left)



Volunteer with a bin of recyclable items



Students and families sorting at 2018 Bay View Bash

In 2019 a new group of ten (10) Middle School students and their families volunteered at the Bay View Bash. Ten new families learning again, proper ways to recycle and compost, and gained a better understanding of the impact they have on our environment. Due to the weather (rain) we experienced a lower than usual turn out at the event. Clement Ave 2019 Bash Green Team still received \$552 to be put towards our playground renovation.

This was the purest form of fundraising for our renovation, Clement Ave students and their families made real life connections with ways to keep their community sustainable while raising money to improve our school.

Pictures from 2019 Bay View Bash Event



Volunteers sort through trash at event



Students at 2019 Bay View Bash Event



Students sorting through trash for recyclable materials

Pillar II: Improved Health and Wellness

- High standards of Whole School Whole Community, Whole Child health, including health, nutrition, and outdoor physical education; health, counseling, and psychological services for both students and staff; family community involvement; and
- an integrated school environmental health program that considers occupant health and safety in all design, construction, renovation, operations, and maintenance of facilities and grounds, including cleaning and maintenance; mold and moisture; chemical and environmental contaminants; ventilation; and pests and pesticide.

Our school, or district, has a wellness committee.
Our school hosted a bike or walk to school events in the last 12 months.
Our school or district coordinated the bike or walk to school event with the help of a community partner.
Types of outdoor education, physical activity, and nature-based recreation opportunities available: <ul style="list-style-type: none"> ● One of our outdoor education programs consists of utilizing the gardens we have in front of our school. Students take part in managing what is planted, learn about the vegetation, and harvest what is there to use in recipes.
Our school implemented, or continued, improved environmental health practices and procedures to improve indoor air quality: <ul style="list-style-type: none"> ● Ground contact classrooms tested for radon. ● Monthly inspection of school structures for mold, moisture, and water leakage. ● Improved indoor air quality to prevent exposure to asthma triggers.

Brief narrative describing how the people in your school community improve health and wellness for students and school staff:

- Clement's outdoor classroom includes natural green space and/ or built shade structures. We have replaced imperviousness with beautiful, nature-inspired landscapes that increase urban biodiversity, to educate, and inspire.

Before Construction:



Clement's conceptual schoolyard redevelopment includes a grass soccer field, colorful asphalt markings that support physical fitness including a running track, four square, hopscotch and other playground games. A brightly painted traffic garden provides riding lanes and opportunities for students to learn bike safety and traffic rules on the schoolyard. In addition, natural play features support gross motor activities such as climbing and balancing.

The outdoor classroom structure provides shade and shelter from inclement weather increasing usability throughout the summer months. To increase accessibility to the schoolyard, additional bike parking has been added near the major entrances and artistically designed benches are intended to help beautify the space and provide areas for rest. Significant thought was put into the flow of how students move through the various spaces with special consideration for physical and social emotional wellness activities and other STEAM curricular connections.

After Construction:



Pillar III: Increased Environmental Literacy

- Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems; mold and moisture; chemical and environmental contaminants; ventilation; and pests and pesticide.
- Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st-century technology-driven economy; mold and moisture; chemical and environmental contaminants; ventilation; and pests and pesticide.
- Development of civic engagement knowledge and skills and students' application of such knowledge and skills to address sustainability issues in their community; mold and moisture; chemical and environmental contaminants; ventilation; and pests and pesticide.

Our school has a green team or equivalent.

Students have opportunities to participate in organizations or clubs related to nature, the environment, or the outdoors.

What green and healthy student clubs or organizations are offered, and how many students participate?

- Students can volunteer, by caring for butterfly gardens, plant, work on weeding, watering & composting. In addition they could serve as cafeteria composters during lunch time. We would team up with a local composter to divert food waste & reduce trash.

How have students provided leadership in advancing green and healthy practices in your school?

- At a local community event, 15 Clement Ave middle school students, diverted trash into compostable and recyclable materials. Teams earned funds for hand-sorting food and drink items from festival receptacles to reclaim what should not go to a landfill.

A staff position exists at the district level dedicated to sustainability efforts.

<p>Staff (teaching or non-teaching) participated in professional development or training related to green & healthy concepts:</p> <ul style="list-style-type: none"> Members of our staff participated in the local Green Schools Conference where schools & organizations from around the city & state gather to share new and exciting themes in: Outdoor Learning, School Gardens, Sustainability, & Schoolyard Redevelopment.
<p>Green and healthy concepts are included in the curriculum at every grade level.</p> <ul style="list-style-type: none"> K4-K5 learned animal habitats & life cycles, 1st - 3rd grade: healthy choices, growing their own gardens, 4th - 5th grades: the water cycle & components, 6th - 8th grade planned community spaces such as parks & how the community interacts with them.
<p>Students and staff use outdoor spaces as extensions of classroom learning</p> <ul style="list-style-type: none"> Reading, physical education, science
<p>Types of areas your school has available for outdoor learning:</p> <ul style="list-style-type: none"> Food, herb, or vegetable garden Habitat, pollinator, or native plants garden space Outdoor classroom
<p>What building or outdoor spaces upgrades, renovations, or new construction were completed? In what ways were staff and students connected to these projects:</p> <ul style="list-style-type: none"> The removal of approximately 22,000 sq.ft. of asphalt & replacing it with new green space & a mixed-use recreation & educational space, new outdoor classroom rainwater harvesting system, native plantings & stormwater trees.
<p>Our school provides regular communication to staff, students, and families about green & healthy practices and accomplishments.</p> <ul style="list-style-type: none"> Our community has seen the amazing transformation of our playground from afar due to the shutdown. Reflo Sustainable Water Solutions, has provided us with drone pictures during all phases. We have been featured on local news stations, and social media.
<p>Our school hosts a school-wide environmental or wellness event.</p> <ul style="list-style-type: none"> We host an annual open house when face to face. We have had themes for health and wellness where each classroom participated by providing healthy snacks, exercise options to do while visiting a room, hand washing station using light to determine how clean hands were after washing. We have had wellness and health be our theme at least 3 times in the past 5 years.
<p>Brief narrative describing how environmental literacy has increased among the people in your school community:</p> <ul style="list-style-type: none"> Environmental literacy increased 10 fold, the transformation of our playground; from a sea of asphalt to what it is now has changed the way we ALL look at our environment. Words such as bioswale & impervious were NOT in our vocabulary. WE are transformed!

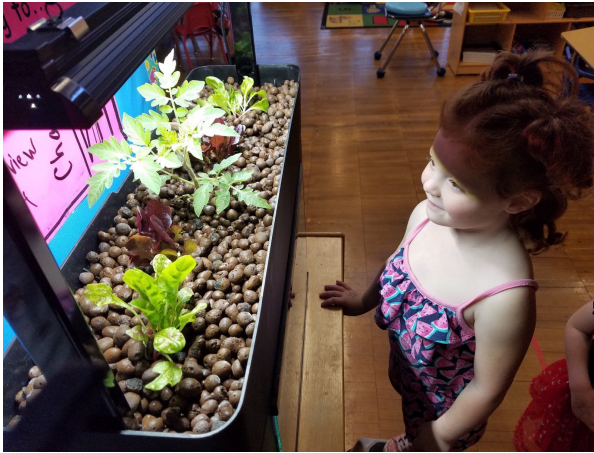
EcoLiteracy challenge

Clement Ave School served as a pilot school when Reflo and the Green Schools Consortium of Milwaukee were developing the *EcoLiteracy Challenge*. The *EcoLiteracy Challenge* provides a variety of resources, activities, and curricular connections that engage youth in environmental education and sustainability-focused learning opportunities while building a culture of environmental stewardship. The *EcoLiteracy Challenge Activity Menu* was shared with families in Fall 2020 to further engage families in environmental education and sustainability activities.



Aquaponics in the Classroom

One of our classrooms has an aquaponics system set up. There are tetra fish as well as mollies that are part of the water filtration system as it gets cycled through the upper portion of the plant retainer. There are plants such as kale and other herbs growing with the purpose of cleaning the water as well as feeding the classroom pets. This system is a perfect display of the coexisting dependence our water and plants play in the recycling cycle. Students not only learn how the fish waste feeds the plants, but how the plants are essential to cleaning our water. In the end producing plants that we then grow and eat.



Annual Plant Sale

Every year in May for the past 5 years, Clement Ave School has partnered with local greenhouses and sells plants to our school community. Proceeds from the plant sale go directly to our playground renovation project. Students from the school made and decorated rain gauges in the shape of bird houses.



In 2019, we partnered with MMSD (Milwaukee Metropolitan Sewerage District) and were able to sell rain barrels at our plant sale. By doing so we are providing many families with the opportunity to become water stewards while supporting our playground renovation project.

In addition to selling rain barrels, we partnered with a local company Compost Crusader to sell compost.

Compost Crusader provided 20 lb bags of Blue Ribbon Organics high quality compost. The compost is made from food scraps from schools, local businesses and residents. By selling this we are educating our families and showing our students how recycled food scraps can help grow healthy plants, yards and gardens.



Outdoor Classroom Features

Our outdoor classroom structure was positioned and pitched to support solar panels in a future phase of development as well as to support the above ground cistern that will be installed to capture rainwater in Spring/Summer 2021.

K4 - K5

The K4 and K5 curriculum lends itself to learning about the environment around them. Each year the early childhood classrooms participate in a butterfly life cycle program. Students read stories of the butterfly life cycle as they are watching the live caterpillars in the classroom transform. They become scientists as they journal what they see during the stages. Our school's new outdoor space has allowed the K4 and K5 students to jump into hands-on learning through introductory lessons on animal habitats and life cycles of insects and plants that can be compared each season. The outdoor space also allows the teachers to take students outside for both hands-on activities as well as large and small motor development. Students further explore the growing cycle in the classroom by planting seeds, caring for them and then watching them mature. Once plants reach maturity, students will help harvest the fruits, berries and vegetables. The water cycle is introduced at this early age and students are taught lessons in conservation and collection as well as learning the importance of the rivers and Lake Michigan.

Inside the school our K4 classroom has an aquaponics tank where the students see first hand how the fish naturally fertilize the plants, mimicking the natural ecosystem. The herbs are harvested and the students see the connections that are being made when new plants begin to grow.

Large motor skills such as climbing, jumping, hopping and running are also key at this age level. They are explored and strengthened with outdoor play and education opportunities. Young students are naturally curious and will create all sorts of their own activities when they interact with the new playground full of dirt, plants, and natural play areas as opposed to the hundreds of square feet of asphalt.

1st - 3rd grades

The older students help grow the plants and maintain the garden beds with the help of the school community and neighborhood around Clement Avenue. These learning opportunities encourage students to eat healthy fruits and vegetables and others to grow their own gardens. The teachers engage the students in health about healthy choices and how to care for plants at home to have fresh vegetables. The 2nd and 3rd graders start their journey as Animal Ambassadors during a partnership with the Milwaukee County Zoo.

Students study the ecosystem around them as well as how a city works. The interactive play areas, native plants and trees and outdoor classroom allows the various classes to be able to study things outside such as plant and animal growth, insect life cycles and the rain cycle. They also have great opportunities to work on literacy and acting skills within their outdoor class experience.

4th - 5th grades

The outdoor classroom and the “green” playground has transformed Clement Avenue School. The project has made physical changes to our outdoor playground that has created curricular and experiential learning opportunities that have never been available on school grounds. It provides naturalized areas that mimic mother nature to absorb rain water, showing the connection between our built environment and water resources, creating a safer play environment and providing real-life examples of native species and their adaptations (4th grade standard). The project will be a lasting asset to the school and surrounding community.

5th grade benefits from the water study because we already do projects about the water cycle and its components (evaporation, transpiration, condensation, precipitation, run-off, and collection). We will also use the green space and cistern to study these components in person and through hands-on learning activities. There are continued benefits for 5th grade because we do research about ecosystems, both big and small. These natural, green spaces afford us the opportunity to see real examples, in nature, which is an invaluable experience. Both 4th and 5th grade make, much needed, use of outdoor classroom space because the rooms used for those grades often get warmer than 90 degrees when it is sunny outside. The hands-on classroom allows 4th and 5th grade teachers the ability to set up experiments on energy and motion as well as experiments outside where there is more room for each group to study and learn.

6th - 8th

8th Grade studies the social studies component of community spaces. The students are actively involved in planning out community spaces such as parks and how the community will interact with them. Since the surrounding community has the neighboring Tippecanoe Milwaukee County Park as a place to meet and interact, the new green space is a great place for Clement Avenue students to work collaboratively with the community. The students are involved with the planning of their own community spaces for projects and will be sharing some of this information with the county parks as we plan our community space.

Another project that benefits from the green space and playground is the larger project involving technology and engineering. The middle school students each year design cities. The students are trying to find green and sustainable solutions to creating a new city and how these pieces would help our current cities to find solutions to problems such as water and air pollution, water conservation and energy solutions. Junior high students volunteer their time to become part of the school wide student green team. They will be caring for the butterfly gardens and plant beds with duties such as weeding and watering plants, helping with the compost. One very important skill the students are learning is that of commerce and trade. The students help grow the plants and vegetables and then help the teachers sell the items at the annual plant/vegetable sales. Students are shown the importance of supply and demand as well as competition prices.

MUSIC INTEGRATION

Music is in the world around us and can happen inside and outside. Traditionally, music is taught inside where lessons are taught. We can explore a greater variety of music and tie it into a STEAM format using the outdoors to help cross-curricular study. Some examples include experimenting to see how singing sounds different inside vs. outside, singing songs about bugs/birds/ and colors, using the natural trees and logs to create rhythm games, exploring how outside sounds are related to music. Things that were traditionally done in books now will be taught outside with chalk such as drawing whole/half notes, and composition using outside elements. We work with ACE (Arts and Community in Education), and the Milwaukee Symphony Orchestra, and will hold outdoor concerts, and learning activities.

ART

Students express themselves through art each day. Combining art into the classroom projects we create outside allow the students to take ownership of their learning and expressions through their feelings. Drawing in nature allows students to learn about the world around them and the senses they use to create meaningful experiences. Different techniques will be used such as collages, study of light and shadows, and traditional chalk art. Art is striving to follow a STEAM model and incorporate things such as seasons, community holidays, light and motion, the city we live in and the natural growth cycle of plants and animals. Allowing students to work outside lets them choose their object to study, draw or sculpt. Art is a part of the human experience and showing students that patterns, shapes and shade occur in their everyday lives. We will be working with the students to create murals and other artwork that will be displayed in the new outdoor area as well.

SENSORY

The experiences all children have when they are outside in nature provides an ever-changing variety of new and exciting things to see, touch, hear, and smell. We are providing all of these sensory experiences for our little ones when they have opportunities to see all of the trees, rocks, grass and even the water, and how they all have their purpose in this space. They are able to touch all of the things growing here in the gardens and around the playground. In a special place near the front of the school, the children get to play with trucks, and pails and shovels in an area designated for early childhood play equipment, encouraging exploring on hands and knees. There will be lots to hear with the sounds of children laughing, playing, and yelling as they run around and discover places to play with their friends. Flowers growing and blooming and trees showing the first buds in spring to the last of the fall leaves in autumn provide lots of teachable moments throughout the school year.

Future plans and goals related to school sustainability.

What green and healthy goals, ideas or plans does your school have for next year?

- To have a fully compostable school, teaching our staff and students the importance of sustainability. We also would like to strengthen our connections with other like-minded schools in our neighborhood to improve our efforts in educating our students.



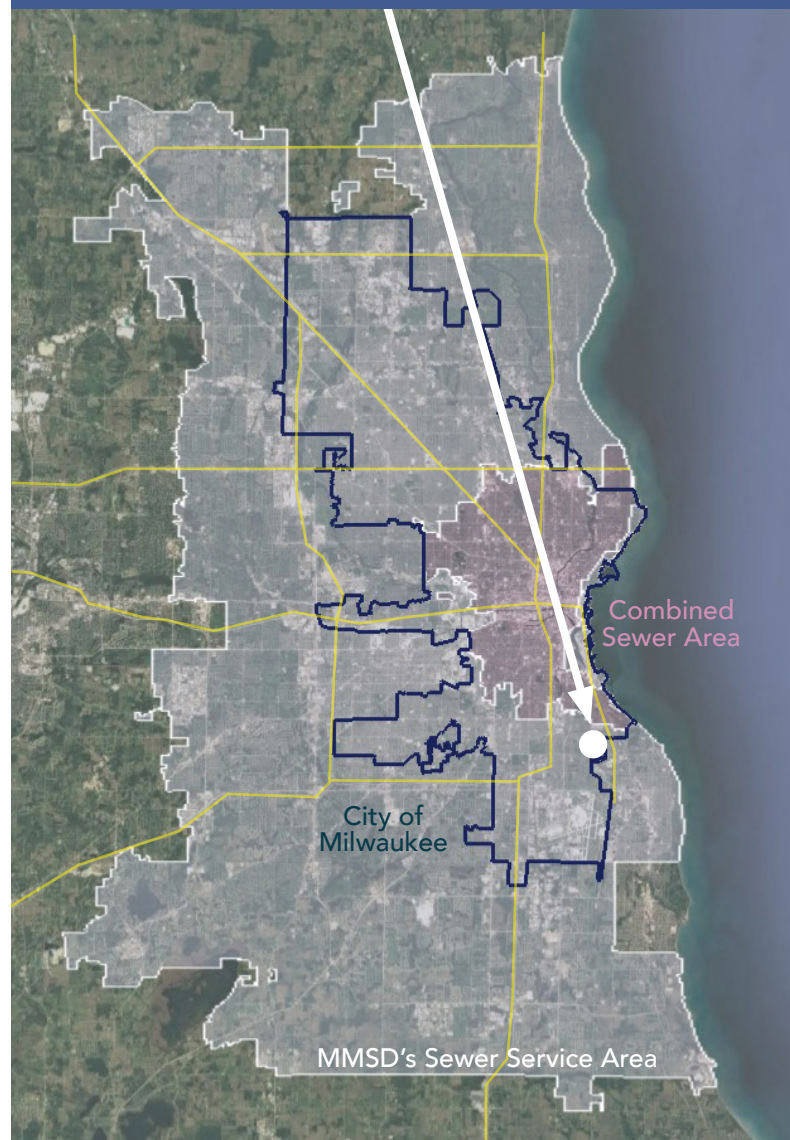
SCHOOL STORY

Clement Avenue School educates approximately 550 students every year, and the Bay View community uses our space throughout the spring, summer, and winter months. Our community is proud of our school and its tradition of excellence. Community stakeholders have long considered Clement to be a safe place for our families, through our efforts in providing numerous outdoor programs and activities that engage, inspire, and transform the hearts and minds of our children, who will one day serve as the future leaders of our community.

Our grounds are almost entirely comprised of concrete and asphalt. These impervious surfaces dominate much of our landscape visually, and they have deteriorated over the years, resulting in much of our schoolyard being inaccessible to our students and families.

Clement Avenue School has been a strong investment in our community and is committed to providing opportunities for our families to be actively involved in creating a purposeful and productive environment for everyone to enjoy. The information contained in this document serves as a blueprint for our vision for redeveloping a greener and healthier schoolyard for our students, families, and community.

CLEMENT AVE. SCHOOL





Clement's main entrance



Clement Avenue School
3666 S Clement Ave., Milwaukee

- Milwaukee Public School
- Grades: K4 through 8
- 420 students
- 69.3% economically disadvantaged
- Separated sewer area
- Kinnickinnic River watershed
- 163,700 sf of impervious surfaces
- 81% of the school site is impervious



Clement Avenue's Mission is to conserve, teach and encourage healthier choices, both environmentally and physically in our community.



KAI WILLIAMS — STUDENT AT CLEMENT AVENUE SCHOOL

This playground will improve focus, and allow kids to socialize and relieve stress. I believe that test scores and focus will go up and behavior issues will go down because they won't have all this energy stored up.



ANDREA MIERZWINSKI — K4 TEACHER AT CLEMENT AVENUE SCHOOL

As an educator my passion is to get students engaged in their environment and actively involved in their learning, and what better way than by exposing them through outdoor education and physical exploration. This playground renovation project will provide all students an outstanding opportunity to learn through cross-curricular activities and investigations. They will have chances to dig deep into science concepts while implementing their individual skills, as well as improve their physical education and activity levels by having the proper equipment available to them. What an exciting transformation for everyone: students, staff, families, and community members alike!



KELLY PAEK — CLEMENT PARENT AND PARENT TEACHER ORGANIZATION

As a parent, I am very excited for the playground redevelopment. Not only will this bring an exciting and beautiful place for my kids to use during recess but it also opens a world of opportunities for them to learn more about nature and how to care for our environment!





CAROL VOSS — FORMER MILWAUKEE PUBLIC SCHOOL BOARD AND COMMUNITY MEMBER

As a member of the MPS School Board I'm excited about the possibility of greening playgrounds at my represented schools including Clement Avenue and at schools throughout the district. I look forward to working together to make this vision a reality.



REP. CHRISTINE SINICKI — WISCONSIN STATE LEGISLATURE

What a great improvement not only for the students at Clement Avenue School, but also the surrounding community. The new equipment along with the outdoor classroom will help teach young people the importance of our environment and give them a reason to turn off technology and enjoy the outdoors.



JON GREENBERG — PRESIDENT OF MILWAUKEE ADMIRALS HOCKEY CLUB

I think it's fantastic that this very unique green space is being created at Clement Avenue School. This will transform the traditional playground environment to one that gives the children and teachers a beautiful setting to exercise their brains as well as their bodies.

