



## 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

Public  Charter  Title I  Magnet  Private  Independent  Rural

Name of Principal: Ms. Damaris Ayala

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

Official School Name: Lincoln Avenue School

(As it should appear on an award)

Official School Name Mailing Address: 1817 W. Lincoln Ave., Milwaukee, WI 53215

(If address is P.O. Box, also include street address.)

County: Milwaukee

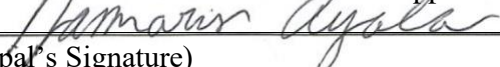
State School Code Number \*:

Telephone: (414) 902-9705 Fax:

Web site/URL: <http://www5.milwaukee.k12.wi.us/school/lincoln/> E-mail: [perezdx@milwaukee.k12.wi.us](mailto:perezdx@milwaukee.k12.wi.us)

\*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.

  
\_\_\_\_\_  
(Principal's Signature)

Date: 2-7-20

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.

  
(Superintendent's Signature)

Date: 2-7-20

**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.

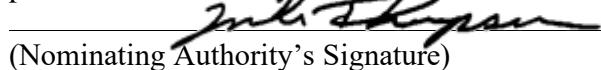
1. The school has some configuration that includes grades Pre-K-12.
2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and 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, State Superintendent**

(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.

  
(Nominating Authority's Signature)

Date: 2-14-20

**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: March 31, 2021

**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](mailto: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*  
**Lincoln Avenue Elementary School**

Lincoln Avenue Elementary School is a bilingual (English and Spanish) Community School in the Milwaukee Public School District serving 510 students in K3 through fifth grade. Ninety-nine percent of students in this urban school are eligible for free and reduced lunch and more than 30% are English language learners. Lincoln Avenue Elementary School strives to offer an equitable, healthy learning environment where our students, families, staff, and community members feel engaged, safe, and successful. Our goal is to transform the school into a place where students, families, staff and surrounding residents can live, work, play, learn, and thrive. We do this by engaging and aligning partnerships centered on the self-identified, real time priorities of our school and surrounding community.

After over 100 years functioning as an elementary school on the South Side of Milwaukee, Lincoln Avenue has undergone a transformation by prioritizing sustainability and linking environmental health to academic achievement in science, math, social studies, language and the arts. The priority of sustainability was born out of becoming a Community School within the Milwaukee Community Schools Partnership in 2015. The school is partnered with Sixteenth Street Community Health Centers (SSCHC) in their Department of Environmental Health. In just 5 years, the school and partner agency have worked hard to transform the outdoor spaces to include green infrastructure and interactive green spaces. Over the last four years, the curriculum for every grade level has been aligned to these outdoor spaces and with the momentum of a close-by river restoration project. As a Community School, Lincoln Avenue has leveraged many resources and fostered many partnerships to provide students, families, and the surrounding community with authentic opportunities to engage, lead, and be a part of community change in regards to safety and sustainability.

**Reducing Environmental Impact and Costs**

Lincoln Avenue participated in the Milwaukee Better Buildings Challenge and has photovoltaic (PV)/solar electric and use daylighting. We have removed impermeable pavement (asphalt) from the school's front and back playgrounds to install a 2400 square foot native prairie plants area, a pergola outdoor classroom and rain catchment system with two 275-gallon cisterns, a bioswale, a 200 square foot rain garden, and ten 8' x 4' raised garden beds. The school also removed asphalt from the front of the school and replaced it with permeable pavers and green space. These changes result in water conservation, slow infiltration and reduced storm water run-off and accompanying sediment and contaminant loads from entering the storm drains and the Kinnickinnic River. Our students contributed in the design of our outdoor classroom, pergola, and rain catchment system. Our garden beds are used as vegetable gardens and they are open to the community in summer.

In 2017, students conducted a study over the course of three week to monitor the amount of garbage generated daily in the lunchroom. The results were astounding—students found that we created over 6,000 pounds of garbage in a school year. As a result, we began composting and recycling in our lunchrooms, reducing the amount of trash from 5-6 bags to only half of a trash bag each day. We are now going on 3 years of partnering with Compost Crusaders to compost our cafeteria waste. Since 2017, we have diverted about 12,000 pounds of waste from the landfill. Our student green team leads this by monitoring source separation during lunch time. In the fall of 2018, Lincoln Avenue School entered the “MPS Recycles” challenge. We formed a recycle team of students who went around to collect recycling

bins from every room in the school and take it out to the dumpster to assist our engineers. Lincoln Avenue won the MPS Recycles challenge, and our recycle team continued into the 2019-20 school year.

### **Improving Health & Wellness**

The school's partner agency is the Department of Environmental Health within SSCHC, and their mission is to focus on the environmental determinants of health, and where their patients work, live, learn and play. Since Lincoln Avenue School is located in the heart of where the patients of the clinic are located, Lincoln Avenue families receive many extra supports, from child lead testing, to learning how to canoe and hike to activate the limited local green spaces in the neighborhood. The WIC (Women, Infants and Children) Department does outreach to families to enroll them during events such as Open House and the School Carnival. The school also partners with SSCHC's Healthy Choices Program, and a Farm to School Americorps works with our lower elementary students every year to teach them about healthy foods, gardening, and more.

At Lincoln Avenue, the staff and students are provided regular opportunities to enhance their own social well-being. Staff have participated in a series of Trauma and Mindfulness Trainings supported by the school district which not only brings awareness to what trauma is and how it manifests in the students; but it also promotes staff self-care. Strategies to improve social well-being through the lenses of Restorative Practice, Culturally Responsive Practice, and the Social-Emotional Learning framework include all-school practices like Threshold Greetings, a Morning Meeting, mindfulness exercises, and more individualized support through the school psychologist and social worker. Since the Fall of 2018, we have had a Mental Health Clinic on-site, with a behavioral health specialist seeing a caseload of high-need students once a week at school. These services are provided through the Behavioral Health Department within SSCHC.

The staff at Lincoln Avenue have gone to great lengths to create safe routes to school by working with the city, Alderman, and the neighbors to re-route traffic, install additional signage, and successfully petitioned for speed bump installation. In November of 2018, SSCHC helped to organize a Neighborhood Safety/Block Watch group, and meetings have been hosted monthly at the school since. In Winter of 2019, we received a \$75,000 grant from the City to implement Safe Routes to School and install even more pedestrian safety infrastructure by 2021. The school also has a nationally recognized Walking School Bus program, which promotes exercise, reduces traffic and pollution around the school, and improves attendance and punctuality for students. Two routes that run simultaneously on Mondays and Fridays are supervised by teachers, parents, and community members that volunteer their time. Now more than 50% of the schools' students can walk or bike to school safely.

### **Increasing Environmental Literacy**

Our whole school is becoming professionals in composting and recycling, gardening, water quality, and other green initiatives. SSCHC KK River Explorers Program works with our after-school students to go canoeing, biking, hiking, and fishing, and they also offer bilingual family education workshops on water quality, stormwater management, green infrastructure, habitat, and more. Little by little the exposure to these activities is working towards behavior change and a more environmentally focused mindset in both our students and their families.

The school has received numerous awards including: Green & Healthy Schools Wisconsin Sugar Maple School (2018), Keep Greater Milwaukee Beautiful IDEAL Awards (2019), Our Story - United Way Community Schools (2019), Community School Leadership Team Award - United Way Community Schools (2019), and United Way Outstanding Partner Award (with Sixteenth Street Department of Environmental Health) (2016-2017).

### **About the Summary and Scoring:**

The complete state application is too long to include in this nomination submission, so the applicant's information has been summarized in the following pages, aligned with the pillars and elements. 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.

The summary of the nominee's achievements as reported in their application is presented in each pillar and element below. The focus area is in reference to Wisconsin's application structure.

#### **Pillar I: Reduced Environmental Impact**

##### **Element 1A: reduced or eliminated green house gas (GHG) emissions**

###### *Focus Area: Energy*

Lincoln Avenue School is participating in the Milwaukee Better Buildings Challenge. The school used the EPA Energy Star tool in 2018 to calculate its energy score of 87/100, but has never officially been certified. The school uses Photovoltaic (PV)/Solar Electric and daylighting. The school contracts with Franklin Energy and implements the following energy efficiency practices and policies:

- Computer power management settings
- Thermostat temperature setpoints
- Hot water temperature setpoints
- A central control system to remotely monitor and control heating and cooling equipment. District Facilities and maintenance monitors boiler systems remotely.
- Monitor energy usage by tracking monthly energy consumption and costs
- Guidelines for limiting personal appliances such as portable space heaters or mini-fridges. Refrigerators are housed in common spaces (teacher's lounge, offices) or where required for programming (camp).
- Follow a schedule for regular maintenance of HVAC equipment; filters are changed every 3 months; belts on exhaust fans are checked 3-6 months as well as other routine maintenance.
- Energy efficient product purchasing procurement policy
- Energy efficient lighting: LED lights replacing Fluorescents; Changing to T8 lights. Outside lights are on timers. Procedure for staff to turn off lights.
- Vending misers or have removed vending machines.

The school has upgraded carpeting/flooring, roofing, windows, doors, insulation, and heating, ventilation and air conditioning (HVAC).

###### *Students and staff help identify and/or implement behavioral changes to reduce energy consumption:*

There is an effort to both recycle and reuse paper and other products in the building. In general, students make an effort to use both sides of paper. Materials like cardboard boxes are reused when possible instead of being put out with recycling. Student teams are integral to our school-wide recycling initiative. Each year, students choose an environmental issue to study. After learning about the issue, for example plastic bag usage, students write a persuasive essay to inform the school community. Teachers have encouraged students to share their research and suggestions with adults and peers in the community to affect change. In addition, our walking school bus, which is an energy saver, picks up students two mornings a week. These students may otherwise be driven to school.

Staff are cognizant of turning off lights and closing doors when rooms are not in use. Engineering staff makes sure that every evening classroom doors are closed and locked and that shades are drawn to reduce

heat loss. Most computers are set to go into sleep mode after a set time of inactivity. Technology allows teachers to collaborate virtually instead of meeting face-to-face outside of the school building/day.

## Element 1B: Improved water quality, efficiency, and conservation

### *Focus Area: Water*

The school's drinking water comes from a municipal water supply from a groundwater source. Our school meters water use and documents water use to identify substantial changes in water use. We conduct annual audits of the facility and irrigation systems to ensure they are free of water leaks and to identify opportunities for savings.

Our school has the following equipment to help conserve water:

- Faucets with properly timed automatic shut-off
- Air conditioning equipment does not utilize water
- Salt-efficient water-softening practices (such as brine reclaim, cold water bypass, system optimized by professional within 5 years)

Our school also uses the following landscaping practices:

- use of alternative water sources (ie. grey water, rainwater) for irrigation
- use of a smart irrigation system that adjusts watering time based on time of day or weather conditions or does not irrigate landscape
- use of mulch and native plants to reduce watering needs
- landscaping designed to be water-efficient and/or regionally appropriate

Our school has the following runoff or stormwater practices:

- Rain garden
- Rain water collection and use for irrigation
- Downspouts directed to vegetated areas
- Mowing, leaf collection, and snow removal managed to keep removed materials off impermeable surfaces
- Use of native plants and stormwater catchment system

Our school has integrated natural features and a rainwater catchment system into the playground area. Our school has a 5'x25' ft. habitat garden and ten 4'x8'x10' food gardens. Our school uses the existing site, lawns, parking areas, playgrounds, etc. for outdoor teaching as well as a nearby 26-acre community park.

Our school has the following deicing practices that help protect water resources:

- Snow is not plowed from the playground.
- Snow & ice are removed with shovels, plows, or snowblowers before salt is applied
- Salt applicator is not paid by volume of salt applied
- Salt applicator has attended best management practices training for salt application
- Salt equipment is calibrated
- Application charts are used
- Anti-icing brine is used before storm event
- Salt is stored in an enclosed location away from surface water bodies including wetlands

Our school has a chemical disposal policy that also helps ensure water quality. Our school has a grease trap or oil/water separator for the kitchen sanitary waste line.

*Students and staff are actively involved in planning and implementing water conservation and/or protection activities:*

As a Community School our after-school programming involves our Lead Partner Agency, Sixteenth Street Community Health Center's Department of Environmental Health. The KK River Explorer Workshops are twice a week for students interested in nature and our outdoor environment. The students visit the KK River Watershed, learn about the importance of naturalization and habitats around our urban rivers. In 2019 we expanded this program into the school day in 4th and 5th grade, taking students on field trips to the KK River revitalization site, and teaching students about water conservation, human impact watershed, and stormwater management. The entire school learned about water conservation practices at our school site and how they work (landscaping for water conversation, pergola rain catchment system, bioswale, and rain garden). The system and cisterns were installed in September of 2019.

Staff participate in our after-school workshops and volunteer outside of their teaching day to participate in additional opportunities related to water conservation and protection. These include: neighborhood & river cleanups, native garden planting and maintenance on the school's green spaces, and taking field trips to places that educate them about how the City of Milwaukee address wastewater management, i.e. Jones Island. Staff members are working to obtain grants and funding to purchase and install water bottle filling stations at our school site. Staff participated in summer professional learning and are currently co-teaching with Wisconsin Green Schools Network and community partners such as Sixteenth Street Community Health Centers.

In the summer of 2019, PD was offered from the Wisconsin Green Schools Network and SSCHC for teachers to explore and learn about the KK River Renaturalization Project. Teachers also learned about green infrastructure recently constructed in the Lincoln Avenue community, including: neighborhood bioswales, resurfacing of alleyways with permeable pavement to allow for water filtration and decrease run-off, and the replacement of downspouts that feed directly into the sewer system with drains that direct water to green spaces which allow for natural filtration of water.

Future additions to the school site will include a butterfly and/or herb garden on the east side of the building. We are applying for grants that would allow us to resurface the staff parking lot with permeable pavement or other green infrastructure that would reduce standing water on the paved surface, redirecting it to the watershed. Our goal is to be transparent with students about the purpose of sustainable infrastructure at Lincoln Avenue. These changes to the physical spaces will be used to teach the importance of reducing the flow of water to the city's treatment facility and reducing the amount of pollution that reaches the lake and rivers. We can study this infrastructure and teach how sustainable practices cut costs, lower energy usage, and benefit the overall school environment. The students will become increasingly involved in the sustainable projects we take on at Lincoln to ensure they take ownership of their actions and exhibit pride in their community (ie. gardening, recycling, and composting).

### **Element 1C: Reduced waste production**

#### *Focus Area: Recycling & Waste Management*

According to Milwaukee Public Schools Facilities and Maintenance the school dumpsters are being utilized correctly. Lincoln has 4 dumpsters on site: two for trash, one for recycling, and one for compost. Our school engineering team monitors these daily to ensure correct usage.

Lincoln Avenue School works with Compost Crusader to compost organic lunch waste. Compost Crusader helped us conduct a waste audit in 2017. We use biodegradable lunch trays that can be

composted. All organic lunch waste goes into the compost. Learn more “Composting at Lincoln Avenue School with Compost Crusaders” on YouTube: <https://www.youtube.com/watch?v=QS0vfVWLHao>. Compost Crusaders comes annually to teach students both the importance of and steps to composting and recycling.

Recycling bins are clearly labeled and placed next to trash cans in classrooms, the lunchroom, and the main office to recycle paper, glass, and plastics. We also recycle metals and milk and juice cartons. “Landfill” is only for certain items- we have taught the students how to check if an item is recyclable or not.

The engineer handles all hazardous waste. Our school disposes of unwanted computer and electronic products through an approved recycling facility or E-cycle Wisconsin program.

*Students and staff identify and/or implement changes to encourage waste reduction, reuse, and recycling behaviors:*

Each grade level uses Google documents and drives to create and modify monthly plans. Upper grade teachers have created Google classrooms to reduce the amount of paper used by students. Special education staff limit the number of printed documents by projecting IEPs during meetings instead of printing copies of the document for each participant. All of these initiatives reduce the amount of printed materials.

Lincoln Avenue has a team of 15 students a day who implement green initiatives. Student teams monitor compost and recycling in the lunchroom as well as visit classrooms, where they train other students to apply the practices of recycling in other spaces. In the 2018-2019 school year, student teams began monitoring and collecting classroom recycling. Recycling successes are shared with the whole school through daily announcements. Their efforts won them recognition from Milwaukee Public Schools Recycling Competition.

Classroom teachers invite green student leaders into their classrooms to educate their peers on our sustainable practices. Additionally, teachers support initiatives through class to class competitions, challenging each other to be greener. Staff alongside families participate in city-wide neighborhood clean-ups, showing that what is taught in school is applicable to and valued by our school community. Our school monitors paper usage. Limits have been placed on the amount of paper teachers have available for copying. This results in a greater use of technology as a way of sharing information with both students (assignments), staff (school-wide communications), and parents (Class Dojo).

In April, the whole school studies environmental issues. Students use persuasive writing to convince readers to address environmental concerns in Wisconsin, like recycling, reusing bags, and using renewable resources. Students in K3-5th grade participate in this research and application. Every grade level engages in lessons outside of the classroom that connect to issues of waste reduction by teaching environmental appreciation (i.e. scavenger hunts of the natural world in our community, investigations of the watershed in our neighborhood).

## Element 1C: Use of alternative transportation

### *Focus Area: Transportation*

The school:

- Provides consistent, clear communications to families regarding transportation options and policies.



- Ensures vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows. Our school only uses 5 school buses and they have designated parking spaces in a single file line along the curb where they are able to shut off their engines during pick up and drop off, instead of running idle.
- Promotes walking to school by offering incentives within the Walking School bus program.
- Has a designated car pick-up lane and encourages carpooling.

Lincoln Avenue conducted an internal transportation audit during the development of its Safe Routes to Schools program. Our student body is made up of 58% walkers, bikers or private car. Wisconsin Bike Federation conducted a traffic audit and observation of our arrival / dismissal procedures in October 2017. They deemed it to be moderately dangerous with high traffic volumes, high density and high speeds. Walkability is somewhat difficult around our school but we are taking measures to improve.

Through our partnership with the Wisconsin Bike Federation, we are working to increase walkability and bikeability in our neighborhood, therefore reducing the amount of emissions around the school. WI Bike Fed has conducted traffic studies and has recommended the installation of more bike racks around the school to promote students biking to school instead of coming in a car or bus. We are slated to have them installed sometime in fall of 2018. We also promote biking through the Community School Partnership with Sixteenth Street Community Health Centers, who holds an annual Bike Day in a local park. This event offers our students and their families the chance to win a free bike, helmet, and lock, as well as eat healthy foods, receive free bike tune-ups, participate in bike parades, and more.

We have worked with the Department of Public Works at the City of Milwaukee this year and last to implement traffic calming measures around our school, making it a safer place for our students to bike and walk. After meeting with the alderman and city officials, we agreed to changing a side-street from a two-way to a one-way street to increase efficiency of our car pickup lane. This allows for more a more fluid traffic pattern, prevents back-ups and keeps the car lane moving quickly to avoid idling. Our lane is directed away from the building so that it is more than 25 feet away from air intakes, doors and windows. We also changed parking restrictions on the streets around our school so that our buses are able to line up and park, turning off their engines, without blocking traffic on Lincoln Avenue. We re-painted the crosswalk on Lincoln Avenue and have petitioned for a second crossing guard to make the intersection as safe as possible for our walkers. We have also petitioned the neighbors and received over 66% approval to put in 3 new speed humps on the side street next to the school, which will reduce traffic speeds and encourage more families to walk instead of drive. The final change we implemented was adding doublebacked stop signs to a once-dangerous intersection at the exit of the staff parking lot. This also increases visibility and will encourage walkers. We are proud of the work we have accomplished so far and are grateful to our neighbors and community organizations who have worked collaboratively to help make these changes possible.

Learn more about our program and see footage of the students, families and staff participating in “Walking School Bus - Milwaukee Community Schools” on YouTube:  
<https://www.youtube.com/watch?v=BPUmpGaldx0>

We are also working on a Traffic Calming Project with the City’s Department of Public Works to improve the dangerous intersections near our school. We have held meetings with our district's Alderman to explain issues such as speed, traffic count, crash density, dangerous drivers and the solutions that we would like to see in place. He along with his team at the City has worked with us to make changes near our school, such as double-backing stop signs to make intersections more visible, and changing parking restrictions to allow for more space for our bus lines and less blockage of traffic on a busy road.

In the 2016-2017 school year, Lincoln Ave implemented a new drop-off and pick up procedure to reduce traffic congestion along W. Lincoln Ave. While this reduced some congestion, traffic still backed up on 18th St to Lincoln causing problems. Conversation with neighbors, students and their parents, and other community members prompted the drafting of a proposal for changes to be made on the streets that surround the school.

March 2017: a petition was drafted to show that residents were receptive to the proposed changes and were willing to support Lincoln Avenue School to move forward and ensure proper implementation of the plan.

July 2017: a second petition was completed for costs associated with speed hump installation and to ensure the majority of the residents are in agreement with the one-way control.

August 2017: S 18th Street was changed to a one-way going southbound so our car pick up lane would be more efficient.

August 2018: Three new speed humps to be installed to slow drivers and allow for safer crossing for our students.

Spring 2019: Petitions for Speed Bumps approved! Coming in 2020: speed bumps will be installed on 17th St from W Lincoln Ave to W Hayes Ave; 17th St, 18th, and 19th on Grant St; 17th St from Lincoln Ave to Grant St.

Fall 2019: Flashing Pedestrian Lights installed on 18th St and Lincoln Ave!

Spring 2019: Lincoln Village Opportunity Strategy - Lincoln Avenue School written into the official City document for future development in the Lincoln Village corridor. Because of the work and momentum of the school with the block watch, the city extended the work of the development from 16th St. to 20th St to encompass the school community.

Winter of 2019: Lincoln Avenue receives a \$75,000 grant to implement Safe Routes to School from the City of Milwaukee.

Winter of 2019: The Neighborhood Safety / Block Watch group applied for and was awarded \$10,000 for the Alert Neighbor Program through the City of Milwaukee to install Ring Cameras and lighting for surrounding residents.

Our students have witnessed these changes and processes and are directly affected by them. They understand the importance of sustainable and safe transportation.

Our students participate in the Walking School Bus, which is a program that we have had up and running since the fall of 2017 until the present. Our Community School Coordinator was invited by the WI Bike Fed to present at the National Safe Routes to School Conference about our Walking school Bus model in October 2019.

The Walking School Bus is a group of students that live within walking distance of our school, that walk together to school under the supervision of an adult. Because 58% of our students live within the “walk zone,” and do not qualify for bus transportation, we saw this as a great opportunity. The school staff and parents that live near the school came up with a route according to the addresses of students that would be willing and able to walk with the Walking School Bus. We set designated "pick-up" times and send message alerts to the families letting them know that we are arriving, and that the student should come outside to join the group. The Walking School Bus promotes safety and visibility in the neighborhood, exercise and healthy activities, coming to school on time, and friendships in the community. It also helps reduce the number of cars coming through our drop-off lane, reduces emissions around the school and saves our parents time in the morning.

Due to the multi-cultures of our students and their families, the majority being Latino, carpooling comes naturally as many of our students live with or nearby their cousins or other family members that also attend Lincoln. This also creates less emissions and cars coming through the school's drop-off and pickup lanes.

In Fall of 2019, our school was chosen to receive a \$75,000 grant from the City of Milwaukee to implement Safe Routes to School. We held a Public Input Meeting in January 2020 where neighbors, teachers, parents and business owners from around the school came together to create their ideal budget and maps with the pedestrian infrastructure they would like to see in their neighborhood. The same activity was replicated for the 4th and 5th grade students, and they researched statistics on pedestrian accidents, United Nations policies on the protection of children. They practiced how stay within a budget, and then learned about all the different types of infrastructures and how much they cost (speed bumps, high-visibility crosswalks, flashing pedestrian signs, etc). All maps were submitted to the City of Milwaukee for them to create a draft of the design to make our streets safer. They will present it in the Spring of 2020 for final approval by students and community members, and then it will be set to implement in 2021. We thought it was very important to involve students in the process to teach them civic engagement, and to have the plan represent the people who it is meant to protect and who are most vulnerable on the streets.

The majority of our staff live more than 5 miles away from the school, but they still make a conscious effort to keep our transportation practices as sustainable as possible. Many of them will bike more than 5 miles to come to school during the nicer months out of the year. Since 2017, we have had 14 different staff volunteers for the Walking School Bus. Some of them have been route leaders for a whole school year. They also encourage students to share car rides and / or participate in the Walking School Bus, by offering words of encouragement or praise to the student for participating in these activities.

The students that participate in the Walking School Bus this year received an entire set of winter clothing (coats, hats, scarves, gloves, winter boots and socks) and were also given pizza parties and other incentives throughout the year. Often we would share hot cocoa and granola bars in the mornings upon arrival after walking the entire route of the Walking School Bus. These same students participated in the overall “attendance challenges” that the school would hold between grade levels, and often due to their Walking School Bus experiences, they would cheer on their peers and encourage them to walk to school every day also- therefore increasing the attendance numbers in their individual classrooms.

### WSB Student Data 2018-19

	Pre-WSB	Post-WSB	Difference
Student A	85%	90%	+5%
Student B	78.7%	81.9%	+1.2%
Student C	73%	100%	+27%
Student D	74.6%	85%	+11.4%
Student E	78.9%	93%	+14.1%
Student F	89.5%	98%	+8.5%
Student G	63.9%	52%	-11.9%

Staff was invited to participate in a “Walking Challenge” this year where each staff member registered their daily and weekly "steps" taken and the staff member with the highest number at the end of the week would receive a small incentive such as a “pit ticket” (a chance to take the afternoon off), etc. This, in result, lead to some teachers electing to walk or bike to school more than they regularly would, in order to win the prize.

Our 2nd and 3rd graders take Pedestrian Safety classes with the Wisconsin Bike Federation and learn about the importance of walking and getting exercise safely. With this they learn about air quality and how to reduce emissions by biking, skating or walking in our city. They learn how to read street signs and signals, how to identify safe crosswalks, and how to safety and properly cross the street. Our 4th and 5th grade students learn about how transportation effects air quality during their Safe Routes to School civic engagement project. They were learning what the benefits are with walking to school and why our community should embrace this practice more.

Our staff is involved in our Walking School Bus program and Lincoln Laps program, and is very motivated to continue helping in these areas. The WI Bike Fed is working with our 4th and 5th grade teachers to help them build curriculum around transportation issues and why it is tied into sustainability for the environment.

## **Pillar II: Improved Health & Wellness**

### **Element 2A: Integrated school environmental health program**

#### *Focus Area: Environmental Health*

Our building engineer and his staff have participated in training to ensure safe handling of any chemicals used in the building. The school has a formal health and safety program, does not have labs using chemicals, and takes action to improve contaminant control and ventilation including:

- a comprehensive indoor air quality management program that is consistent with EPA's Indoor Air Quality (IAQ) Tools for Schools,
- preventing exposure to asthma triggers such as mold, dust, and pet dander,
- installation of local exhaust systems for major airborne contaminant sources,
- CO alarms that meet the requirements of the National Fire Protection Association Code 720,
- visual inspection all our school's structures on a monthly basis to ensure they are free of mold, moisture, and water leakage,
- maintaining indoor relative humidity below 60%,
- moisture resistant materials/ protective systems installed (i.e. flooring, tub/shower, backing, and piping),
- no wood structures on school grounds containing chromate copper arsenate,
- combustion appliances are annually inspected to ensure they are not releasing carbon monoxide OR not applicable - the school does not have combustion appliances
- Chemical purchasing policy that supports low or no-VOC products and substitution when less hazardous alternatives are available.

Our school meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality). All of the ground contact classrooms at our school have been tested for RADON within the last 24 months RADON tests for our school tested at or below 4 pCi/L OR our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L

There is no staff or student exposure to any chemicals used in the school. We do not have any science labs, technical education, auto shops, pools, etc. so our chemical supply is very small and is kept locked in the engineer's storage cabinets, away from students.

The school has an integrated pest management (IPM) coordinator who has participated in a Department of Agriculture, Trade and Consumer Protection IPM training seminar.

### **Element 2B: Nutrition & Fitness**

#### *Focus Area: Health & Wellness*

The school promotes nutrition, physical activity and overall school health. We have a School Health Advisory Council (SHAC) or school wellness committee and we promote hand washing for staff and students.

Our school participates in the National School Breakfast and Lunch programs. Our school participates in Farm to School activities, including local food procurement (est. 2017), and we have a garden that supplies food for our students in the cafeteria, a cooking or garden class or to the community (est. May 2017). We use the Got Dirt? and Got Veggies? curriculum resources.

Our school has on-site indoor and outdoor physical activity facilities available to students, staff, and the community and offer opportunities for students to be physically active outside of physical education classes (e.g., recess, open gym, before/after school programs, classroom activity breaks).

We have a physical education curriculum based on state standards and grade-level outcomes for physical education and students spend at least 120 minutes per week per year in school supervised physical education and provides physical education outdoors at least 50% of the time.

Marquette University offers free dental check-ups monthly at Lincoln, and Wisconsin Vision annually provides eye exams and free glasses to those who do not have access to vision care.

Staff were given opportunities to reflect on their own wellness, ways in which they wanted to take better self-care and how the district could be used as a resource to do so. Out of this idea came peer support circles. This was provided to the staff during work hours. Practices and resources that support staff and student wellbeing are communicated through the Building Intervention Team, staff meetings and PD, communications with Governance Counsel, and through parent/teacher community activities. The staff is involved with MPS Wellness Committee which promotes healthy activity and offers a step-counting program.

Lincoln's playground is only 3 years old and is very large, with space for basketball, kickball, soccer, 4-square, a track for running, and green space for sitting. The space is wide open and promotes any type of physical activity the kids are interested in. The front of the school has a tot-lot for younger children. This space is also open to the community. The students enjoy outdoor recreation during gym class, recess and after-school programs.

We also have KK River Workshops, which are environmentally focused educational workshops that take our after-school students outside to educate them and allow them to experience canoeing, fishing, biking, hiking, and to learn about water quality and other environmental issues in Milwaukee. 55 of our 5th grade students participated in a KK River Field trip. They learned about the local river, their personal impact, and the re-naturalization of the river from removing the concrete lining to re-naturalizing. The students explored other artistic cultural exhibits created along the river path the involved community and history of the neighborhood. The explored the value of the space for recreation, wellness, and mindfulness.

The students that take our KK River Workshops or participate in after-school Boys and Girls Club activities demonstrate behavior change immediately after learning something new in a workshop or class. For example, we took the third graders out into the community in March 2018 to complete a neighborhood clean-up along with community members. We explained why it was important to walk around the neighborhood with garbage bags and pick up trash to beautify the place we live and work. Since that group activity, the students individually and within their friend groups continue to talk about why we should not litter, and why we should care for our neighborhood. They were given reusable water bottles after the clean-up and have been refilling them with water instead of buying soda or juice.

Our Green Team is a group of students that are motivated and enthusiastic about green initiatives in our school. They ran the composting program during the school year in the lunchroom. When Summer Community Learning Center started, we did not initially have the composting program up and running and the students took it upon themselves to explain to the new students (many being middle-schoolers

from different schools) how to compost and how to separate their lunch waste correctly. They knew it was wrong to NOT compost, so they made it a point to keep the program going even without an adult telling them to do so. The behaviors and attitudes they learn at Lincoln are ones that will continue to positively affect their lifestyles well after they are done with elementary school.

Staff work hard to support each other and demonstrate self care as much as possible, since they work extremely hard to keep the school's programs up and running. They are role models for our students and demonstrate exemplary behaviors, such as drinking water, eating vegetables (from our school garden!) washing your hands frequently, leaving early to be on time and not stress, handle conflicts in a peaceful manner, and always make the right choices even if they are not the popular choices. At Lincoln we stand by the four Rules: Be Safe, Be Respectful, Be Responsible, and Always Be Your Best- this goes for teachers and staff!

Through our partnership with Sixteenth Street Community Health Centers, we have access to a course called Healthy Choices which through family education and community advocacy, strives to improve the home and neighborhood environment for adults and children in Milwaukee's Southside, so they can enjoy a healthier life. They currently work in eight predominantly latino schools, Lincoln being one of them, to offer nutrition and cooking education for students and parents, include local fruits and vegetables in their food menu, connect students with farms and farmers, and develop and implement healthy foods policies to improve the school food environment. These classes have been offered for the past two school years to 2nd graders, 4th graders and 5th graders at Lincoln (both Spanish and English classrooms).

Sixteenth Street Health Clinic and GSN led a staff professional development walking tour of our community. There was a group of 20 members that participated in the walking tour in August of 2019. Staff were presented with information and hands on experiences with environmental wellness connected to river flooding and the impact on private residences in the community, and toxins entering the waterway. We saw clear evidence of run-off and potential contaminants.

Growing Minds has been involved in staff training and professional development around mindfulness. Staff have participated in 6 sessions throughout the fall of 2019 to focus on staff mental health and wellness as well as generate ideas for how to implement these practices into our classrooms.

### **Pillar III: Effective Environmental and Sustainability Education**

#### **Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems**

##### *Focus Area: Environmental & Sustainability Education*

Environmental education is a regular part of course curriculum. Our students take field trips often to different sites in Milwaukee to learn about the environment, geography, weather and history of our city. On site and nearby, our students have plenty of green space and rain gardens to use as sitting areas and spaces to enjoy nature. Our school uses a 26-acre community park for learning and water bodies within walking and driving distances to fish or do aquatic habitat explorations.

K4, 2nd, and 4th grade classrooms assembled and planted three gardens in 2017. Mentor groups planted and assembled three themed beds (pizza, salsa, soup) in 2018 and 2019. 3rd - 5th Grade students used vegetables at harvest to create healthy foods, such as salsa, roasted potatoes, etc.

All grades participated in a school scavenger hunt within the Native Planting Area. This area is also used within our PBIS model to teach responsibility for ourselves and our environment. Second graders use this area to study the Migration of butterflies and their role as pollinators.

All grade levels use the pergola/outdoor classroom for meditation, journaling, and math lessons. Students and parents, both during school hours (recess) and during after school use this area for recreation as a safe place to share time with their families and friends.

Lincoln Avenue Neighborhood itself is another outdoor learning space. Classrooms in various grade levels tour the surrounding neighborhood and witness first hand green infrastructure that is meant to keep our KK Watershed clean and is directly connected to the green infrastructure on our school's playground (Rain garden, bioswale, rainwater catchment systems.). 5th grade explores the KK River restoration and applied their knowledge of how earth's spheres interact to support life for multiple native organisms at Pulaski Park. They also created a map of the park that included multiple spheres. 5th grade also discussed how the KK River project addressed flood management and was an example of the positive and negative affects human decisions can have on their local environment.

The City of Milwaukee and Milwaukee Harbor are used for learning. 4th Grade studied the human impact on natural spaces, waterways like the KK River and the inner harbor of Lake Michigan in particular; pollution, erosion, infrastructure that impacted wildlife. Students were able to draw conclusions regarding humans' positive and negative impact on natural spaces (erosion, flood management, trout spawning, habitat hotels).

Since 2017, Lincoln students in grades 3-5 have visited the Menomonee Valley UEC, two to three times each year. This partnership enhances our science curriculum by providing hands-on, place-based instruction in an outdoor setting.

As a Community School partnered with the Sixteenth Street Community Health Centers' Department of Environmental Health, Lincoln has access to lots of resources and outdoor opportunities such as the outdoor workshops (canoeing, biking, hiking, camping, fishing, water quality, etc) and our students and their families are often invited to community workshops or public input meetings where the community members are encouraged to participate and give input on current projects- for example, MMSD is working on a \$250 million project in the city that will revitalize our neighborhoods and take out old concrete, naturalizing our Milwaukee rivers again. Our students have the opportunity to voice their opinion during the design period of this project- on things such as styles of bridges and benches, types of play equipment, soccer fields or other sports areas, colors / themes in public art, etc. The students also conduct street cleanups in the area around the school and our nearby parks.

Lincoln is beginning to implement Wisconsin K-12 Energy Education (KEEP) curriculum in integrated reading block and we will be rewriting our essential questions so that students are required to engage in environmental/sustainable research and reading to answer the question that includes human effect. During the month of May all grades looked at environment and its interaction between humans, animals, and our responsibility to preserve the environment sustain life. The students from 2nd, 4th and 5th grades will work on energy efficiency during this time as well as lots of work on water and weather.

Kindergarten - Students focus on living vs. non-living things. Within this topic students study that water is essential for all living things to grow and survive. Students read about energy and forces and participate in activities that meet NGSS and ELS standards. Students will read about how sunlight warms the Earth, gives us light, and helps plants grow. Animals then get their energy from consuming plants/animals.

1st Grade - Students focus on plant parts and their functions. They study and investigate how water is carried from the roots, through the stem, to the other parts of the plant to help it grow and survive. Students read about and engage in hands on activities to explore the concept that sound and light energy travel through waves and can be used to solve problems.

2nd Grade - Students study water within their unit on matter. They study the ways in which water transforms from a solid to a liquid and a liquid to a gas. Students also study the effects of water on the land through weathering and erosion. They do hands on investigations to explore ways in which we can prevent or slow down erosion caused by water. Tied to NGSS, 2nd graders also study erosion prevention (water and wind) -- partnered with Sixteenth Street and the KK River project. 2nd grade also studied how an environment affects organisms and the adaptations animals need to survive, followed up by a trip to Discovery World and participated in underwater habitat program. Students also read about how plants need sunlight and water to grow and conduct hands-on investigations to explore what happens to plants in the absence of the necessary energy from the sun and the earth.

3rd Grade - Students study weather and climate. They learn about the role water plays in different ecosystems. In addition, they learn about water as it relates to storms and how people solve problems related to water. Students read about forces and participate in activities that meet NGSS and ELS standards. Students will investigate forces in the natural world. Students will understand that energy is required to do work.

4th grade does effects of weathering and takes field trips to the Urban Ecology Center to investigate the effects of weathering in our geographic area as well as energy and alternative energies. Students explore types of energy and how energy is converted from one form to another through readings and experimentation. They also participate in Great Lakes Learning Journey through Discovery World where they learn about the importance of water and water conservation. Students study how land changes over time. They learn about different landforms and natural disasters. They investigate the role water plays (ex. weathering, erosion, landslides) and how humans can both positively and negatively impact the earth (ex. Increase affects through deforestation or decrease the effects with infrastructure).

5th Grade - Students study Earth's four spheres. Students will learn about the hydrosphere and how it interacts with the geosphere, biosphere, and atmosphere. Students use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. Students understand that energy is needed to cycle through a system. Additionally, students investigate the water systems in the school neighborhood, learning about flood management and pollution. Finally, students apply this knowledge to writing as they explore the water cycle imagining what life would be like as a water droplet. They follow up their studies of the interaction of earth's systems, and protecting earth's resources with a trip to Jones Island (Milwaukee's water reclamation facility).

Upper elementary teachers participated in a grant called Making Sense of Science I3. The PD focused on improving teacher content knowledge in upper elementary grades to help improve classroom discourse and facilitation of classroom activities. Teachers in 3rd-5th grade participated in monthly school-based professional development in 2015-2016. 4th and 5th grade teachers continued these meetings on a bimonthly basis in the 2016-2017 school year. Teachers were invited to attend PD the 2016 and 2017 summers. These cohorts led one professional development for all staff during the spring of both years.

Over 80% of our staff has expressed interest in supporting the green initiatives at Lincoln Avenue and are eager to incorporate these projects into their curriculum. The school allows for flexible classroom time and encourages aligning curriculum for classes to take field trips or go outdoors. The raised garden beds, pergola space, and rain garden are all located on the southwest side of the building on the playground which allows for constant contact with the students while they are at recess. The native planting area is also located on our back playground on the southeast side of the building. Teachers are encouraged to use our outdoor classroom under the pergola with bench seating for up to 30 students. In the fall of 2019, teacher's schoolwide took part in a green space scavenger hunt with their students. The goal was for teachers and students alike to become more familiar with our outdoor spaces and all the learning



opportunities they have to offer. In addition, the art classes have designed murals to hang on the cisterns to help beautify our outdoor spaces.

Staff has begun to participate in green school initiatives that connect literacy and environmental practices. Our staff is active with our school gardens, helping the students with planning of the gardens, the planting, harvesting, weeding and watering. They also work to keep the compost program running during the lunch hour. The majority of the staff have expressed interest in participating in workshops that work towards environmental literacy in the classroom and many have attended different training and workshops for school gardens, energy efficiency, rainwater management, etc.

Staff have voluntarily participated in Latino Earth Partnership Workshops, Green Schools Consortium Conferences, No Teacher Left Inside sessions, Green and Healthy Schools Workshops, Green Schools Network, KEEP (WI K-12 Energy Education Program) courses and more. The original team of interested teachers attended workshops in the summer of 2015. This resulted in Lincoln Avenue Elementary partnering with Sixteenth Street Community Health Centers as the Lead Agency in the Milwaukee Community Schools Partnership. The staff at Lincoln understand the importance of linking environmental and health concerns to academic achievement.

In the summer of 2019, 20 staff members participated in a PD through Wisconsin Green Schools Network and SSHC that focused on understanding and exploring our outdoor teaching spaces both on school grounds as well as within walking distance of the school. The entire school staff also participated in a green school scavenger hunt in August 2019 to help familiarize all teachers and paraprofessionals with the outdoor spaces and resources available to us when teaching the environmental literacy and sustainability standards. Teachers learned strategies to use with their students that would increase student levels of respect and appreciation for these natural areas. A curriculum framework using these outdoor spaces has been developed and partially implemented. Once a week, GSN comes into our school to work directly with our teaching staff on ways to use our school grounds and outdoor teaching areas when implementing the ELS standards. These agencies attend our monthly Community School Leadership meetings and collaborate with us to provide guidance as it relates to our green initiatives.

### Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills

#### *Focus Area: Environmental & Sustainability Education*

Lincoln holds an annual STEM night for students and their families to enjoy games, activities, and fun challenges in a safe and supportive setting. We encourage families to come by offering a warm meal and having the teachers present to assist with the different activities. The STEM night this year consisted of rocket bottle launches, totem pole building, math hopscotch, water quality enviroscape games, and more. We soon hope to add to this a section for parents and our older students to learn about skilled trades, including having skilled trade workers and recruiters come to talk about apprenticeship opportunities and careers.

### Element 3C: Development and application of civic knowledge and skills

#### *Focus Area: Community Involvement*

The students have the option to be in the “Green Team”—a team comprised of staff and students that motivate, lead, and monitor the green initiatives we have at Lincoln Avenue. Their main projects include maintaining the 10 organic vegetable gardens, helping maintain the 2 rain gardens, and running the compost & recycling program during lunch hour. They have Green Team jerseys that help the other students identify them and they have come up with their own slogan which is “Live Green, Think Green,

BE Green". In the first year of the club there were 14 confirmed club members. We now have over 35 students on a rotating schedule that are a part of the Green Team.

The SSCHC Department of Environmental Health works in Water Resource Improvements & Sustainability, Neighborhood Improvements & Stabilization, Environmental Health Education, and Lead Prevention & Outreach. Being that they are a neighborhood organization working on grassroots projects, many of their contacts are other nonprofits, neighborhood groups, and / or local government organizations (City of Milwaukee, County Parks, etc). The connections they have are also passed on to Lincoln Avenue when relevant to the school's activities or needs. Many times Lincoln Avenue staff will do Door-to-Door outreach for enrollment purposes, or safety/ visibility in the neighborhood, and SSCHC staff will tag along. Or, SSCHC staff will do Door-to-Door for programming, and Lincoln staff will tag along. The activities and events between the two organizations are always shared with both school's families and the SSCHC's participants, in an effort to reach as many people and unite them in our neighborhood.

*Students participate in civic and community engagement projects:*

The Milwaukee Community School Partnership (MCSP) Neighborhood Grant was an opportunity given by United Way that is meant to strengthen the relationship between schools and their local communities in tangible ways that can benefit both the school and the local neighborhood. The grant, which Lincoln Avenue applied for with the support of the KK River Neighbors in Action (KKRNIA) allowed us to team up and work with 3rd graders on civic engagement and volunteerism in their community. Since the third grade curriculum covers local (City) government, this project easily tied into classroom work but also took the students outside and into their community to get them thinking about how they can contribute to society.

The project started with close reading activities about government and civic engagement in the classrooms, and then the students heard from guest speakers Peggy West, Former County Supervisor of District 12, and Carlos Velazquez, Firefighter with the Milwaukee Fire Department, on the importance of getting involved and standing up for your beliefs and values, even at an early age. The students also took a field trip to City Hall that involved meeting Mayor Tom Barrett, Alderman Jose Perez, Alderwoman Coggs, and various other councilmen and city workers. The students took tours of the City Hall building and were exposed to different types of professions. After this, various important issues in our City were brought to the students' attention and they partook in a kit-packing (toothpaste, wipes, granola bars, etc) activity. Over 80 care packages from Lincoln Students were donated to Street Angels, a nonprofit shelter in Milwaukee.

The final piece of this project was a neighborhood cleanup that took place on Monday, April 30, 2017 in honor of Arbor Day and Earth Day. With the guidance of teachers and a local neighborhood group, students spent an afternoon outdoors in the school neighborhood working to clean up and beautify the streets. KKRNIA President Travis Hope and his group extended the cleanup invitation to residents in the neighborhood, and MPD District 2 officers, The Department of Neighborhood Services from the City, and Sixteenth Street Community Health Center workers joined in. A hot dog lunch for all participants at Lincoln Avenue Elementary followed.

Thanks to the MCSP Neighborhood Grant, our students will have a better understanding of what a community is, how communities work together to improve, and how to be a responsible community member and take care of the environment in which we live, work, learn and play. They have learned how responsible community members advocate for their ideas, use creative thinking to resolve conflicts or differences, and can work with their resources to make their community a better, healthier place. Interacting with local authority, local government workers, and neighbors gave them different perspectives on their community and allowed them to see their own potential. From kit packing for the homeless, to cleaning up the neighborhood, to learning about the importance of voting, the students were

exposed to real-life situations outside of the classroom. They learned that their opinion does matter, and that they can make a difference if they choose to. The relationships they were able to establish, especially with the KK River Neighbors in Action Group, will continue onto other events and projects in the school and in the community.

*School staff participate in local community-based projects:*

Lincoln Avenue Staff consistently participates in different school initiatives. We meet monthly during our Community School Leadership Team Meeting to discuss current projects, partnerships and updates. Our staff voluntarily sits on committees within the Leadership Team to help guide the school towards achieving their three School Priorities, which are Safety, Family Engagement, and Environmental Sustainability. Staff members on the third committee interact with partners that attend our monthly meetings in order to connect with resources and schedule activities. They frequently attend workshops put on by the Green & Healthy Schools, The Latino Earth Partnership, or others to learn about community-based environmental learning, learn new outdoor skills, and build a community of professionals committed to engaging students in learning about the world around them. Our staff worked side by side with parents and neighborhood residents in the planting of our school gardens and rain gardens and continue to build these relationships by connecting with the community through the use of our gardens. They also participate in Civic Engagement projects such as the Neighborhood Grant, as mentioned above, and with our Walking School Bus project, our composting program, field trips, etc.

*Additional school-community partnerships:*

As a Milwaukee Community School, the majority of our activities and programs at Lincoln involve community partners. Sixteenth Street Community Health Center (SSCHC) is our lead agency in the Milwaukee Community School Partnership. This partnership initiative is headed by United Way of Greater Milwaukee and Waukesha County. In SSCHC's commitment to Lincoln Avenue School, Department of Environmental Health funds have been specifically dedicated to employing a Community School Coordinator position since 2015. The Community School Coordinator works 5 days a week, 12 months a year fostering community relationships and sustaining these connections. The CSC has an office at Lincoln Avenue School and works to align partnerships, curriculum, and resources in the community with the needs and priorities of the school. Our Community School Priorities were chosen by parents, residents, students, and staff. Our three Priorities are Environmental Sustainability, Safety (inside the school and in the neighborhood), and Parent Engagement. Many various neighborhood and government agencies support us with our three Community School Priorities including: the Alderman of our district, The City of Milwaukee Department of Public Works and Safe Routes to School, Department of City Development, the Lincoln Village Opportunity Strategy, Kinnickinnic River Neighbors in Action, Southside Organizing Center, UW-Extension Master Gardeners, MATC Department of Horticulture, Compost Crusaders, Eppstein Uhen Architects, and the WI Bike Fed. Our partnership with SSCHC is not limited to just the department of Environmental Health. The following departments at SSCHC also come to Lincoln Avenue School to do outreach at school events and have onsite programming: Lead Outreach Program, WIC (Women Infants and Children), Behavioral Health, and Healthy Choices. Along with SSCHC, Marquette University and Hunger Task Force support our health initiatives.

United Way of Greater Milwaukee has provided us with resources and volunteer time equaling about \$54,000 dollars every school year. This comes in the form of backpacks filled with school supplies annually, winter meal kits, programming and projects for the school.

In Spring 2019 we established a relationship with the Betty Brinn Children's Museum and their Family Focus Program. On May 22, 2019 we had a private family night at Betty Brinn. During this evening Lincoln families were given free memberships to the museum, providing them with a safe, language-rich alternative for family engagement during our winter and summer months. Thirty-nine families participated in this program.

We've established a relationship with University of Wisconsin-Extension Master Gardener program and are working with a volunteer Master Gardener for 1 hour every week to maintain our 10 vegetable gardens and work with the students as they learn the importance of weeding, watering, proper harvesting, and nutrition. We started partnering with Hunger Task Force and their Trade Mitigation Program in May of 2019. We hosted food distributions at our school biweekly from May until August. They brought fresh fruit and veggies, meat, milk, and canned goods. Hunger Task Force offered to continue doing distributions for us in winter, so since November 2018 we are hosting monthly distributions.

In 2014 with SSCHC implemented Kinnickinnic River Explorers, a bi-weekly after-school environmental education workshops for students, headed by the SSCHC Education Coordinator. The workshops are held for 2.5 hours a week for 12 weeks, totaling at 24 sessions per semester. An average of 20 kids are enrolled every semester! In 2017, this partnership expanded. Sixteenth Street began providing environmental education to 2nd-5th graders.