



2015-2016 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 Pre-K-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 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.
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.
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 2015-2016

[X] Public [] Charter [] Title I [] Magnet [] Private [] Independent [] Rural

Name of Principal:

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

Official School Name: A.H. Watwood Elementary School

(As it should appear on an award)

Official School Name Mailing Address: 3002 Limbaugh Blvd. Childersburg, AL 35044

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

County: Talladega State School Code Number *: 0010

Telephone: (256) 315-5460 Fax: (256) 315-5470

Web site/URL: http://wes.tcboe.org E-mail: sthomas@tcboe.org

*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.

Scarlet B. Thomas

Date: 1/21/16

(Principal's Signature)

Name of Superintendent: Dr. Suzanne Lacey

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



District Name: Talladega County Schools

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

Angela Ray 1-21-16 Date:
(Superintendent's Signature)

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: Alabama State Department of Education

Name of Nominating Authority: Dr. Thomas R. Bice, State Superintendent of Education

(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.

Thomas R. Bice Date: 1/25/16
(Nominating Authority's Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Provide a coherent summary that describes how your school is representative of your jurisdiction's highest achieving green school efforts. Summarize your strengths and accomplishments in all three Pillars. Then, include concrete examples for work in every Pillar and Element. Only schools that document progress in every Pillar and Element can be considered for this award. **Included in the application directly below the School Contact Information.**

SUBMISSION

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to ed.green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: March 31, 2018

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.

ED-GRS APPLICATION FOR SCHOOLS

School Contact Information

School Name: A.H. Watwood Elementary School

Street Address: 3002 Limbaugh Blvd.

City: Childersburg State: AL Zip: 35044

Website: wes.tcboe.org Facebook page:

https://www.facebook.com/A-H-Watwood-Elementary-School-367988582246/

Principal Name: Dr. Scarlet Thomas

Principal Email Address: stthomas@tcboe.org Phone Number: (256) 315-5460

Lead Applicant Name (if different): same

Lead Applicant Email: same Phone Number: same

Contact person for state and national notification:

Name: Dr. Suzanne Lacey Email: slacey@tcboe.org

Phone Number: (256) 315- 5100

Level: <input type="checkbox"/> Early Learning Center <input checked="" type="checkbox"/> Elementary (PK-5/ 6) <input type="checkbox"/> K-8 <input type="checkbox"/> Middle (6 - 8 or 9) <input type="checkbox"/> High (9 or 10-12)	School Type: <input checked="" type="checkbox"/> Public <input type="checkbox"/> Private/ Independent <input type="checkbox"/> Charter <input type="checkbox"/> Magnet	How would you describe your school? <input type="checkbox"/> Urban <input type="checkbox"/> Suburban <input checked="" type="checkbox"/> Rural	District Name <u>Talladega County Schools</u> <hr/> Total Enrolled: <u>378</u>
Does your school serve 40% or more students from disadvantaged households? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	% receiving FRPL <u>80%</u> % limited English proficient <u>> 1%</u> Other measures _____	Attendance rate: <u>95 %</u>	

Cross-Cutting Question: Participation in green school programs

Summary Narrative:

A.H. Watwood Elementary School is a place where students are leading the learning. The school's unique culture and climate are the result of "Leader In Me" paradigm shifts, in particular, everyone can be a leader. The school serves approximately 375 students, pre-school through fourth grade. Watwood Elementary is a Title I School and proud to be part of the Talladega County School System. Watwood serves a community that has been negatively affected by diminishing, family values, beliefs, career opportunities and general work ethic. In our community it is more important than ever for students to be taught how to live a healthy, balanced life. Statistics consistently reveal families living in poverty are often food insecure, obese, and die at an earlier age due to health related illness. Our goal is to combat the startling statistics through education.

A.H. Watwood Elementary School is committed to energy efficiency and has been recognized annually as an EPA Energy Star school. According to our EPA Energy Star portfolio Watwood has demonstrated a reduction of greenhouse gas emissions by 16%. We develop healthy eating habits and

promote a lifestyle that includes fitness among students and faculty. Students are served healthy snacks and meals thus, leading to our school receiving the USDA Healthy School Award.

In addition, our school is a “Leader in Me Lighthouse School” honored by the FranklinCovey Foundation. Lighthouse Schools serve as models of leadership and mentors to other schools. With only thirteen Lighthouse Schools in the state of Alabama, Watwood and Talladega County Schools earned quite a distinguished honor! Watwood was the 138th school worldwide to achieve the Lighthouse milestone. Leadership resonates through the student body when observing leadership practices such as, leadership roles, notebooks, celebrations and clubs, all of which are embedded in daily routines. One habit that has become an important focus is Habit 7, Sharpen the Saw. This habit promotes a balanced life style and encourages children to take care of their body by eating right, exercising, getting enough sleep and finding meaningful ways to help others. Teachers who embrace physical fitness and health sponsor the "Trailblazers" running club and "iFit" fitness club. Students in these clubs participated in Club Days at school and participated in the Color Me Rad 5k in Birmingham.

One very popular “Leader in Me” practice at Watwood Elementary School is Club Day and everyone participates. During this time, activities are centered on fitness, promoting healthy lifestyles and teaching students to reduce, reuse and recycle. Clubs foster creativity, critical thinking, and working collaboratively. They generate a level of excitement unmatched by other school activities! Clubs also provide students with voice and choice, since they are allowed to select a club that truly interests them. Club members work together to determine how their club can contribute to our organization and then create their club’s mission and vision. This year it was determined all Clubs would have projects centering on a “Go Green” theme. The "Curb Appeal" club is responsible for campus enhancements, for example the outdoor classroom area. The “Green Thumb” club takes care of all the planters and gardens on campus and learns about the ecological benefits of gardening. Students are also learning about how we can conserve water and the health benefits of growing your own fruits and vegetables. Projects also teach the dangers and risks of chemicals used for cleaning and pesticides. Students are provided opportunities to explore other healthy options for cleaning and ways to create natural pesticides. Our school does attempt to purchase green cleaning supplies when it is cost efficient.

After extensive professional development and training on Project-Based Learning, teachers are now able to create projects that infuse environmental awareness, health & wellness, and teach means of sustainability as it relates to environmental education. The Project-Based Learning (PBL) model provides experiences filled with communication and collaboration challenges. PBL involves community partners. Home Depot is a community partner that provided supplies and assisted in building raised beds and planting a vegetable garden. A local business, Blair Block, donated a concrete table and the Sylacauga Arts Council awarded a \$500 grant. This enabled students to create a collaborative mosaic tile masterpiece on a concrete table in an outdoor classroom area that will beautify the school courtyard for many years to come.

Recently, Watwood Elementary embarked on a 1:1 iPad initiative which will over time eliminate or drastically reduce the need for pencils and paper. Club sponsors purposefully integrate common core standards and digital tools in projects. This year each club has a different recycling project. We recycle or reuse newspapers, two liter soda bottles, cans, card board, and bottle caps. Teachers met the challenge of redesigning traditional tasks to incorporate a new level of rigor and to create new environmental tasks. It is not uncommon to see students using an iPad while working outside on Club Day projects.

1. Is your school participating in a local, state or national school program, such as EPA ENERGY STAR Portfolio Manager, EcoSchools, Project Learning Tree, or others, which asks you to benchmark progress in some fashion in any or all of the Pillars? (X) Yes () No
Program(s) and level(s) achieved: Watwood Elementary has been an EPA Energy STAR Label School in 2009 & 2014 for protecting the environment through energy efficiency.
2. Has your school, staff or student body received any awards for facilities, health or environment? (X) Yes () No

Award(s) and year(s): Watwood received the USDA Healthier U.S. School Gold Level Award. This honor is awarded to schools that promote a healthy school environment through good nutrition and physical activity. In addition, several grants were awarded to Watwood during the 2014-15 school year which provided financial assistance to implement a school-wide club program. The Sylacauga Arts Council awarded a \$500 grant for a mosaic tile art project in an outdoor classroom area and a local church contributed \$500 to the cause. The Talladega County Education Foundation awarded a \$400 grant for the 2nd grade PBL project "What is the world made of? Does it matter?" Alabama's First Class Pre-K Grant for \$88,200 was awarded to Watwood in May, 2015. The grant was awarded by Governor Robert Bentley to increase funding for pre-kindergarten classes in Alabama. This grant allowed our school to begin its first Pre-K program.

Pillar I: Reduced Environmental Impact and Costs

Energy

1. Can your school demonstrate a reduction in Greenhouse Gas emissions? (X) Yes () No
Percentage reduction: 16% Over: 02/06 - 09/15
Initial GHG emissions rate (MT eCO₂/person): 244.4 (310 students enrolled)
Final GHG emissions rate (MT eCO₂/person): 247.8 (378 students enrolled)
Offsets: n/a
How did you calculate the reduction? By using the Energy Star Portfolio, we located the initial and current emissions rates and divided the emissions rates by the number of students enrolled in the respective years to determine the percentages of reduction.
2. Do you track resource use in EPA ENERGY STAR Portfolio Manager? (X) Yes () No
If yes, what is your score? 95
If score is above a 75, have you applied for and received ENERGY STAR certification?
(X) Yes () No Year: 2014 & 2009
3. Has your school reduced its total non-transportation energy use from an initial baseline?
(X) Yes () No
Current energy usage (kBtu/student/year): 11,560 (initial 14,160)
Current energy usage (kBtu/sq. ft./year): 96.9
Percentage reduction: 18.3% over (m/yy - mm/yy): 02/06 - 09/15
How did you document this reduction? Using the Energy STAR Portfolio, a percentage was calculated by using the initial usage and current usage to determine a reduction.
4. What percentage of your school's energy is obtained from:
On-site renewable energy generation: n/a Type _____
Purchased renewable energy: n/a Type _____
Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program: n/a
5. In what year was your school originally constructed? 1954
What is the total building area of your school? 45,301
6. Has your school constructed or renovated building(s) in the past ten years? (X) Yes () No
For new building(s): Percentage building area that meets green building standards:
n/a
Certification and year received: n/a Total constructed area: n/a
For renovated building(s): Percentage of the building area that meets green building standards: n/a
Certification and year: n/a
Total renovated area: n/a

Water and Grounds

7. Can you demonstrate a reduction in your school's total water consumption from an initial baseline? No, the lack of reduction is attributed to some outdated pipes that were damaged and leaking they were exposed and replaced in July of 2015.
Average Baseline water use (gallons per occupant): 504.4 per occupant
Current water use (gallons per occupant): 685.5 per occupant
Percentage reduction in domestic water use: n/a
Percentage reduction in irrigation water use: n/a
Time period measured (mm/yyyy - mm/yyyy): 02/06 - 09/15
How did you document this reduction (i.e. ENERGY STAR Portfolio Manager, utility bills, school district reports)?: n/a
8. What percentage of your landscaping is considered water-efficient and/or regionally appropriate? 100%
Types of plants used and location: All plants are native to our climate and rainfall, therefore, requiring little or no irrigation.
9. Describe alternate water sources used for irrigation.
This year the "Green Thumb" club is partnering with 2nd Grade teachers to teach the water cycle science standard that encompasses evaporation, condensation, and precipitation. Together they joined the Alabama Rain Barrel Project and created and utilized rain barrels to water our flowers and gardens.
10. Describe any efforts to reduce storm water runoff and/or reduce impermeable surfaces.
Impermeable surfaces at Watwood Elementary include only necessary parking lots, driveways and sidewalks; the remaining campus acreage is comprised of natural, permeable surface.
11. Our school's drinking water comes from:
(X) Municipal water source
12. Describe how the water source is protected from potential contaminants. (50 word max) Local municipalities ensure that all federal and state requirements are met for safe drinking water.
13. Describe the program you have in place to control lead in drinking water. (50 word max)
The local water authority conduct routine checks for lead.
14. What percentage of the school grounds are devoted to ecologically beneficial uses?
At least 50% of school grounds are ecologically and educationally focused. These include playgrounds, outdoor classroom areas, raised vegetable gardens, bird feeders, butterfly gardens, and large fields for exploration. The Retro Repurposing Club is planning to create a coy fish pond from an old tractor tire and other recycled and re-purposed materials.

Waste

15. What percentage of solid waste is diverted from landfilling or incinerating due to reduction, recycling and/or composting? Complete all the calculations below to receive points.
- A. Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected): 1-4 cubic yard dumpster x 20 collections monthly x 100% = 80 cubic yards
- B. Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): 1-2 cubic yard container x 4 collections monthly x 50% = 4 cubic yards
- C. Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected): The amount of compostable materials collected at this time is insignificant.
- Recycling Rate = $((B + C) \div (A + B + C)) \times 100$: $(4+0) / (80 + 4 + 0) \times 100 = 4.76$

Monthly waste generated per person = (A/number of students and staff): .15 cubic yards

16. What percentage of your school's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed and/or chlorine-free? 100%

17. List the types and amounts of hazardous waste generated at your school: None

Flammable liquids	Corrosive liquids	Toxics	Mercury	Other:

How is this measured? CDC Hazardous Waste Self-Management Checklist

How is hazardous waste disposal tracked? Talladega County Director of Operations conducts regular site inspections according to Federal Guidelines.

Describe other measures taken to reduce solid waste and eliminate hazardous waste.

The recycling and/or reuse of cardboard, printer ink cartridges, newspapers, aluminum and plastic to reduce waste.

18. Which green cleaning custodial standard is used? Green Seal Certified Product as determined by Cintas

What percentage of all products is certified? 10% (2 products Glass Cleaner and Multi-purpose)

What specific third party certified green cleaning product standard does your school use? Cintas Green Standards

Alternative Transportation

19. What percentage of your students walk, bike, bus, or carpool (2 + student in the car) to/from school? (Note if your school does not use school buses) 85%

How is this data calculated?

Our school is located in a rural area 80% of students ride the bus. The 15% indicated above are students who ride in a car alone and are not part of a car pool according to the definition stated.

20. Has your school implemented?

designated carpool parking stalls.

a well-publicized no idling policy that applies to all vehicles (including school buses).

Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.

Safe Pedestrian Routes to school or Safe Routes to School

Describe activities in your safe routes program (50 word max): N/A (A.H Watwood is located near a major highway. Therefore, safe routes are not designable for students.)

21. Describe how your school transportation use is efficient and has reduced its environmental impact. School bus routes are consistently reviewed/updated by the Talladega County Schools Transportation Department. Car-Rider lines are also consistently reviewed to ensure student and parent safety.

22. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships.

The Talladega County Transportation Department has a partnership with ALDOT in order to provide the safest means of transport for Talladega County students while being transported by Talladega County buses.

Pillar 2: Improve the health and wellness of students and staff

Environmental Health

1. Describe your school's Integrated Pest Management efforts, including IPM/green certifications earned, routine inspections, pest identification, monitoring, record-keeping, etc.: Haisten Pest Control

provides monthly inspections and pest control services. Pest control inspections are provided for the entire campus, interior and exterior. The campus is treated at a time it is not occupied with students.

2. What is the volume of your annual pesticide use (gal/student/year)? Describe efforts to reduce use: Approximately 12 gallons of diluted pesticide was used last year for a school with 350 students. Each gallon has the following active ingredients .05% Bifenthrin and .0125% Zeta-Cypermethrin.
3. Which of the following practices does your school employ to minimize exposure to hazardous contaminants? Provide specific examples of actions taken for each checked practice.
 Our school prohibits smoking on campus and in public school buses.
 Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school. All unnecessary mercury containing devices have been replaced.
 Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO) CO sensors have been installed and annual reviews are conducted on appliances to ensure safety.
 Our school does not have any fuel burning combustion appliances
 Our school has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L OR our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L. Radon detectors have not detected unacceptable levels of radon.
 Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure.
There are no wooden playground structures on the campus of A.H. Watwood Elementary School.
4. Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure.
Talladega County School System has a system-wide policy for chemical management. Chemicals are not stored in classrooms. All custodial closets remain locked at all times.
5. Describe actions your school takes to prevent exposure to asthma triggers in and around the school.
Talladega County School System requires monthly Indoor Air Quality Control checks according to EPA Indoor Air Quality Guidelines. Air filters are changed throughout the school on a regular basis. The school nurse provides education, as needed. Custodians vacuum and dust-mop floors daily with clean mop-heads to control dust in the building. Cleaning supplies such as mop-heads are laundered and reused rather than discarded.
6. Describe actions your school takes to control moisture from leaks, condensation, and excess humidity and promptly cleanup mold or removes moldy materials when it is found.
The custodian does monthly inspections for leaks and moisture throughout the building. The county maintenance crew addresses any issues that are identified. A local company, ServPro is immediately contacted and provides services after-school hours when any signs of mold or mildew appear.
7. Our school has installed local exhaust systems for major airborne contaminant sources.
()Yes (X)No
8. Describe your school's practices for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure they are clean and operating properly.
Talladega County School System provides filters which are routinely changed by the school custodian. HVAC units are properly maintained by Talladega County School System maintenance personnel who have been properly trained to maintain HVAC units.
9. Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards.

A.H. Watwood has an internal filter system. Spaces in front of return vents are open at all times. There are independent HVAC controls in each classroom. Filters are changed on a according to a rotation schedule performed by the school custodian.

10. Describe other steps your school takes to protect indoor environmental quality such as implementing EPA IAQ Tools for Schools and/or conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action. Monthly indoor air quality control checklists are conducted by the custodian and reported to the Central Office. Routine inspection and maintenance are conducted by the school system maintenance department.

Nutrition and Fitness

11. Which practices does your school employ to promote nutrition, physical activity and overall school health? Provide specific examples of actions taken for each checked practice, focusing on innovative or unique practices and partnerships.

This year A. H. Watwood is partnering in several capacities with S.A.F.E., Sylcauga Alliance for Family Enhancement Inc., to teach students about living an active and healthy lifestyle. Our school is a part of the Get Healthy Talladega County a countywide initiative created by a cross-section of health care, business and education professionals seeking to improve the quality of life in their county. At Watwood, teachers and students promote exercise and healthy lifestyles. We teach and model this by setting personal goals and track progress toward those goals. Also, through the S.A.F.E. partnership and the generous donations of our local Home Depot students were provided raised gardens and opportunities to garden. This year students will also participate in GROWS, a community-based initiative whose mission is to promote sustainable gardening and practices, to feed the community, and to provide educational opportunities for families and children. Students thoroughly enjoyed growing a spring vegetable garden and look forward to exploring different types of gardens this winter. Lastly, through this partnership all second grade students participate in W.A.Y. (Wellness, Academics and You) a curriculum used to teach wellness and healthy living.

Our school participates in the USDA's Heathier US School Challenge. Level and year: This is our fourth year participating in this challenge. We are applying for the Bronze Award this year.

Our school participates in a Farm to School program to use local, fresh food.

Our school has an on-site food garden.

Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community. The "Green Thumb Club and the Cooking Club partner to maintain and harvest the gardens.

Our students spent at least 120 minutes per week over the past year in school supervised physical education. All students attend physical education class for 30 minutes per day. This gives each student a total of 150 minutes in physical education class per week. In addition to this, all of our students frequently receive an extra 15 minutes per day for recess.

At least 50% of our students' annual physical education takes place outdoors.

Students spend a majority of their physical education time outdoors, except when temperature is near or below freezing. When weather permits, students play on our playground, participate in various physical games, learn to maneuver obstacle courses, and play games such as basketball, soccer, hop scotch, etc. on our multi-purpose pad/court.

Health measures are integrated into assessments.

Our physical education instructor recognizes students who meet "Healthy Fitness Zones" and their physical activity goals based on assessments.

At least 50% of our students have participated in the EPA's Sunwise (or equivalent program).

Food purchased by our school is certified as "environmentally preferable"

Percentage: 100% Type: Fruits, vegetables, meats

12. Describe the type of outdoor education, exercise and recreation available. (100 word max)
At Watwood, the types of outdoor recreation that we utilize include a playground, dome climber, multipurpose pad/court, constructed obstacle/fitness courses, and a playing field. In the field, students run mapped out track courses, play soccer, and complete obstacle courses. On the pad/court, students play basketball, jump rope, hula hoop, hop scotch, four square, etc. They also play on our playground equipment, dome climber, and small equipment next to our court.
13. Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships. (100 word max)
Teachers have brain breaks for students when transitioning from one activity to another. Teachers are modeling healthy behaviors for students by setting personal goals to exercise more and drink more water. We have three fitness clubs at Watwood: First Tee Club (golf), Awesome Archery Club, and Let's Move It Club.

Coordinated School Health, Mental Health, School Climate, and Safety

14. Does your school use a Coordinated School Health approach or other health-related initiatives to address overall school health issues? (X) Yes () No
 If yes, describe the health-related initiatives or approaches used by the school:
Our school partners with S.A.F.E., Sylacauga Alliance for Family Enhancement Inc., to teach students about living an active and healthy lifestyle. This organization provides us with the (W.A.Y.) Wellness, Academics and You Curriculum used to teach healthy living in our school.
15. Does your school partner with any postsecondary institutions, businesses, nonprofit organizations, or community groups to support student health and/or safety? (X) Yes () No
 If yes, describe these partnerships:
We have partnered with the Talladega EMA, Alabama Power, and the Childersburg Fire Department to support student safety. The Talladega EMA and the Childersburg Fire Department inspected our building and offered suggestions to help in the event of inclement weather or a fire. Sorrell Dental provides free screenings for all students each year. Cahaba Valley Pediatric Dentistry provides dental health lessons during the month of February each year. Vision Research Corporation gives our kindergarten, second, and fourth grade students a free eye screening each year. The Masons come each year and provide their Child Identification Program for anyone that is interested.
16. Does your school have a school nurse and/or a school-based health center? (X) Yes () No
17. Describe your school's efforts to support student mental health and school climate (e.g. anti-bullying programs, peer counseling, etc.):
A. H. Watwood has a full time guidance counselor who provides guidance lessons to all students twice each month. Topics throughout the school year may include anti-bullying, social skills, goal setting, feelings and emotions, and problem solving skills. A. H. Watwood is also a Leader in Me School, which means that our students are expected to utilize the 7 Habits daily. Each student has an opportunity to participate in a club that promotes positive student behaviors.

Pillar 3: Effective Environmental and Sustainability Education

1. Which practices does your school employ to help ensure effective environmental and sustainability education? Provide specific examples of actions taken for each checked practice, highlighting innovative or unique practices and partnerships.
 [X] Our school has an environmental or sustainability literacy requirement.
Environmental concepts are integrated into our literacy program through our reading program, Ready Common Core Reading. The Ready Common Core Reading program is a K-8 comprehension curriculum which provides students the opportunity to learn about various topics including health, environmental sustainability, and environmental concerns. Students learn to investigate, collaborate, form opinions, and take ownership of their learning. In the second grade curriculum, students learn

where fresh, clean water comes from as they read and study the text, *Turn on the Tap*. They also learn the importance of recycling and re-purposing as they read the texts, *Recycle That* and *Turning Trash into Treasure*. Third graders learn about keeping their neighborhood clean and recycling as they read *What is a Community?* Fourth graders explore the importance of natural resources through the texts, *A Powerful Rock* (coal), *Gold, Minerals*, and *Fire and Air*. Ready Common Core Reading is used in second, third, and fourth grades.

Kindergarten and first grade currently use Harcourt Reading, which also encourages students to understand and take care of their environment. First graders learn about how objects grow and change over time in *Counting on the Woods*, a poem by George Ella Lyon and in *Flowers Grow*, a nonfiction article explaining what plants need to grow. Teachers use these resources along with others that they find on their own to engage students in the close reading process as described in the Alabama College and Career Ready Standards.

[X] Environmental and sustainability concepts are integrated throughout the curriculum.

Our school was recently selected within our school system to implement a one-to-one technology initiative. A major instructional shift was placing up-to-date technology in the hands of students rather than just in hands of teachers. Two additional innovative approaches to teaching, Project-Based Learning and AMSTI math, have also been key to increased engagement. They both foster deeper levels of understanding, provide opportunities for rigorous problem solving and critical thinking, while keeping students engaged by allowing for creativity, and voice and choice while learning. Teachers are embracing this change and using the iPads to enhance lessons and make project-based learning even more challenging and effective. Watwood also entered into a partnership with the Alabama Math, Science, and Technology Initiative (AMSTI).

[X] Environmental and sustainability concepts are integrated into assessments.

The Ready Common Core Reading Program has an assessment resources that are utilized by teacher after a standard has been thoroughly taught. This Reading Program is also assessed by the increase in progress monitoring score on the S.T.A.R. 360 Reading Assessment.

Prior to beginning the W.A.Y. program, a program that provides us with a health and wellness curriculum, the S.A.F.E. Wellness Specialists administered a pre-test to all students. Upon completion of the six modules they will return and administer a post-test to determine mastery of the skills taught.

Since implementing these initiatives we have experienced significant gains as measured by the STRIDE Academy progress monitoring assessments. Watwood won the 2015 STRIDE Accelerated Achievers Award for the top overall after-school usage in the State of Alabama. STRIDE is a personalized, game based, digital software program that is an adaptive learning solution that allows students to master academic standards at their own pace.

[X] Students evidence high levels of proficiency in these assessments.

Since implementing these changes to the instructional program, 2nd, 3rd, and 4th grade STAR 360 assessment data reveals scale score gains of 172, 167, and 138 in just one semester. This growth is typically expected over the course of one year. Also, after implementing project-based learning and AMSTI, science proficiency, as measured by the ACT ASPIRE, increased by 9% in 3rd grade and 7% in 4th grade. In addition to academic achievements, school wide attendance improvements were seen as unexcused tardies decreased in number by 338 and the number of students with perfect attendance increased by 40%.

[X] Professional development in environmental and sustainability education are provided to all teachers.

This year at Watwood, we have two new clubs sponsored by two community partners that promote environmental education and forest conservation. One club is named “Awesome Archers” and was made possible by teachers who attended extensive training provided by the Division of Wildlife and Freshwater Fisheries and the State Department of Education. A partnership developed to implement an exciting new curriculum called National Archery in the Schools Program (NASP). Teachers were

provide professional development in the form of an eight hour workshop. Educators must graduate from a NASP Basic Archery Instructor (BAI) workshop prior to teaching the curriculum. The Division of Wildlife and Freshwater Fisheries will provide all materials and fees for this course and grant monies for schools to purchase archery equipment. Lessons include forest conservation, sustainability of hardwood and forest management and regulations to preserve the ecosystem.

2. For schools serving grades 9-12, provide:
Percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career: n/a
Percentage scoring a 3 or higher: n/a
3. How does your school use sustainability and the environment as a context for learning science, technology, engineering and mathematics thinking skills and content knowledge?
In October, 2015, our school was selected to implement a one-to-one technology initiative in our system. Teachers embraced this change and began using iPads to enhance lessons and make Project Based Learning even more engaging and effective. Watwood also entered a partnership with the Alabama Math, Science, and Technology Initiative (AMSTI).
4. How does your school use sustainability and the environment as a context for learning green technologies and career pathways?
One of the most important aspects of Club Day is the opportunity to introduce our students to a variety of the visitors and guest speakers. A different visitor is invited each month and he/she teaches the students about career paths within their field he/she works. Watwood Elementary also hosts an annual Leadership Day where parents, business leaders, the community are invited to see how school has changed and it more engaging and innovative. During this time students share PBL projects related to the Reduce, Reuse and Recycle or Go Green themes. This is also a great time to tell the community member things they can collect to help the school, for example, Boxtops for Education, Bottle tops (Coke products), and we collect aluminum can Poptabs for the Ronald McDonald House. Also, students explain that some of their trash is a treasure for us because we use the following items for club projects: Green tinted 2-liter bottles, Gallon Milk Containers, Wrapping paper, paper towels and tissue rolls.
5. Describe students' civic/community engagement projects integrating environment and sustainability topics.
Kiawanis K-Kids is a chartered club in partnership with the Kiawais Club of Childersburg. The club teaches elementary students the importance of community service and provides members with opportunities to perform service, build character and develop leadership skills. Each year, K-Kids Club members identify potential service projects within the community. Once the projects have been identified, students make an action plan and get to work. Recent service projects include conducting a canned food drive for a local food bank, Alabama Food Solutions, a local non-profit organization that provides food on a weekly basis to the children of Talladega County that are food insecure. Students are encouraged to repurpose gently used toys for Tots for Tots. the club also sponsors a pet supply drive and collects items school-wide for the local animal rescue foundation. This year, during their animal shelter supply drive the club encouraged recycling by asking students and teachers to bring old newspapers their parents and relatives were done with since this was a free item on the animal shelter wish list. In addition, in February the club used scraps of recycled paper and other re-purposed material to make valentine for patients in nursing homes.
6. Describe students' meaningful outdoor learning experiences at every grade level.
This year pre-school and Kindergarten students attended a field trip to a pumpkin patch. The pumpkin patch helped students understand the parts of a plant and how they reproduce, gardening and harvest. The Pre-K students visited a Christmas tree farm which promoted conversations about the need to replenish trees as they are cut from forests. First and Second grade students participated in

Green Apple Day of Service a global day of service project by picking-up litter, planting flowers and spreading pine straw in flowerbeds. Third and fourth grade students driving participated in project that culminated with actual outdoor projects. The third grade's driving question was, As a Gardening Detective, how can I grow the healthiest plants for the healthiest me? During the unit of study students learned the parts of a plant, the life cycle of a plants, and had the opportunity to grow a garden in a raised bed from seeds, to planting the vegetables outdoors. It was very successful and yielded many vegetables. Fourth grade's project was titled, "The Worm Shall Squirm" and students learned about compost and how worms live and are helpful to our ecosystem. Students had the opportunity to rub for worms and learned how the world would be different without worms.

7. Describe how outdoor learning is used to teach an array of subjects in context, engage the broader community, and develop civic skills.

Kindergarten students created a butterfly habitat while participating in a Project-based Learning to cover life science standards about living things particularly insects. Students got to experience first hand the transformation from caterpillar to butterfly. Students observed and investigated and when the cocoons opened and butterflies emerged they had create a garden to release them to on our school campus. Students and teachers requested funding for this project from local businesses and wrote thank you notes and sent pictures upon completion. They were most delighted when A. H. Watwood hosted the monthly Childersburg Chamber Coffee and students were able to show business leaders their butterfly garden first hand.

Another partnership with Alabama Power provided our students and teachers with The First Tee Program. The First Tee National School Program introduces the game of golf, The First Tee Nine Core Values & Nine Healthy Habits and physical education standards to elementary students. The school golf program creates an environment where young people are introduced to the lifelong sport while learning the basic golf motor skills and the inherent values of the game. Alabama Powers generosity funded the professional development needed for teachers to implement the program, the curriculum and all the needed golf equipment.

8. Describe your partnerships to help your school and other schools achieve in the 3 Pillars. Include both the scope and impact of these partnerships.

One outstanding example was a project partnership between 2nd grade and Alabama Food Solution and Kiwanis K-Kids. This partnership had a huge impact through a project titled, 'Market Day for a Cause', which incorporated 2nd grade social studies standards on production and distribution and math skills, coins and money. Students use recycled materials such as cans from the lunchroom and old crayons and many other items, some would consider to be trash to create items to sell on Market Day. Students used reading and language arts standards while using digital tools like Canva to create posters and iMovie to make commercials. They used Audio Boom to create announcements about Market Day. Bar Code Creator was also utilized to price items and create receipts. All these digital tools allowed students to advertise but not by traditional means of paper. This PBL taught students about conservation of trees and recycling and was packed with purpose, innovation, technology tools and grade level standards. Students learned about the nutritional value of the different foods and grouped and sorted foods to strengthen their understanding of nutrition and balanced meals. All while raising \$411 dollars and donated 700 cans of food for a local charity, Alabama Childhood Food Solutions.

9. Describe any other ways that your school integrates core environment, sustainability, STEM, green technology and civics into curricula to provide effective environmental and sustainability education, highlighting on innovative or unique practices and partnerships.

Watwood teachers have been extensively trained in Project Based Learning (PBL). Students are presented with real-world problems to solve resulting in a product to share with an authentic audience. Students are actively engaged with the purposeful work done through PBL. A team of 2nd grade students from Watwood Elementary won 1st place at the 2015 Talladega County Technology

Showcase while presenting a Famous Americans PBL Project. Those students were then invited to present at the STEM Education Workforce Development Summit in Birmingham for Business Leaders in March of 2015.

This month the Robotics Club members participated in the Science Festival. They prepared for this competition by practicing building a trebuchet from recycled materials. This event was sponsored by two educational partners The University of Montevallo and AMSTI (Alabama, Math, Science & Technology Initiative. The goals was to promote STEAM activities (science, technology, engineering, art/design, and mathematics.

Talladega County Schools partnership with AUM and Auburn Universities who provides a valuable resource in, Kim Goode, her title is 4-H Foundation Agent II. She has worked with teachers and principals to provide professional development to ensure teachers and volunteers meet the requirements set forth by 4-H and Youth Development Programs to start a local 4-H Club charter in our community.

- 10.** Submit 5 of photos (with appropriate permissions) or up to 5 minutes of video content.



**Project Based Learning
Addresses Environmental
Sustainability, Health and
Wellness, and Environmental
Concerns.** COLLAGE



**CHS TRACK
TEAM MENTORS
THE
TRAILBLAZER
CLUB**



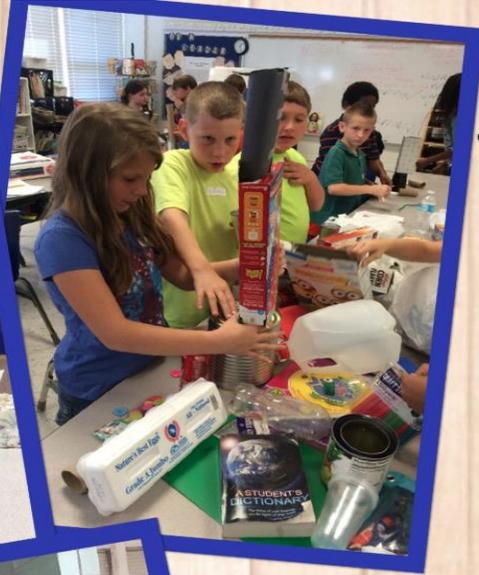
**WATWOOD
STUDENTS
EXPLORE
CAREER
PATHWAYS
THAT LEAD
TO HEALTH
AND
WELLNESS**

piccollage



The Salt of the Earth and Green Thumb Clubs Learn About Gardening and Composting

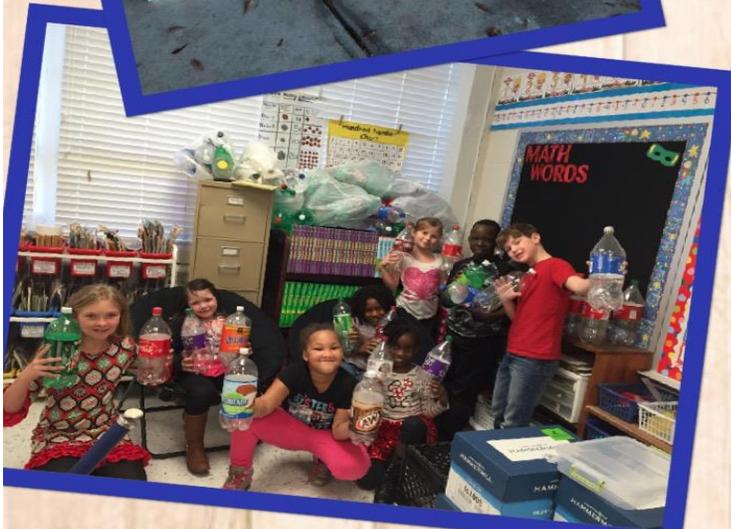




THE ROBOTICS CLUB BUILT ROBOTS BY REPURPOSING HOUSEHOLD MATERIALS.



THE RETRO REPURPOSING CLUB MADE CHRISTMAS DECORATIONS FROM OLD PALLETS AND RECYCLED MATERIALS. THEY ARE ALSO COLLECTING TWO-LITER BOTTLES TO BUILD A GREENHOUSE!



picCollage



Second Grade Made Rings from Recycled Crayons and Repurposed Coffee Cans into Halloween Buckets to Sell as Part of Their Economics PBL.

