

TrashMasters!™
Team **Up** to Clean **Up**



Elementary Division
Bronx Borough
Winner

X443
The Family School

2013 GOLDEN APPLE AWARDS

This certificate is awarded with the sincere appreciation and esteem of a grateful Department and City in recognition of your school's efforts to help make New York City shine.



City of New York
Department of Sanitation
Bureau of Waste Prevention, Reuse and Recycling
nyc.gov/wasteless



2013 Golden Apple Awards Contest Entry Judging Info

(This sheet prepared for judges' use by DSNY BWPRR)



ID Info: 13034
School: The Family School X443
Grade Division: LM
Borough: BX

Golden Shovel Award contestant
(for borough Master School Composter)

2013 Project Entries received for:

School Population: total # 546

Core Group: **Total Participating:**

TrashMasters! Super Recyclers

Received:

TrashMasters! Reduce & Reuse Challenge

Received:

TrashMasters! Team Up to Clean Up

25

150

The Family Garden

Received: 5/2/2013

The goal and motive for creating an educational garden was for students to become advocates in their community by promoting what they have learned in school to their family, friends and community. Creating a garden will not only inspire healthier changes in the entire school, but the entire community. The garden will teach children and youth about empowerment, community responsibility, and how to connect positively with neighbors.

Prior Year Entries:

13:TU-boro

Current Prizes

13:TU-boro+Rose

School Contact Information:

Phone: 718-538-3266
Address: 1116 Sheridan Ave
Bronx 10456
Block&Lot: 2024560100
DOE Location: X443
DOE Bldg: X090

Contest Coordinator: Tracy Harrison

Principal: Pamela Lee

Sustainability Coord: Tracy Harrison

REQUIRED for Super Recyclers only:

Custodian: THOMAS O'REILLY

Info Confirmed: 5/15/2013

Printed: 6/26/2013



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School Description:

In the south end of the Bronx, minutes away from Yankee stadium and bordering Upper Manhattan, there rests a small school called The Family School. The Family School currently houses about 544 students. The school community has a population of 26% Black, 67% Hispanic, 6% Asian and 1% White, with 44.6% of the student population denoted as English Language Learners.

The Family School is a rigorous and inquiry-based learning environment, which is modeled on a nurturing home. It is a supportive learning environment in which students, families and staff collaboratively create a lifestyle in which education extends beyond the six hours of the school day. Student outcomes will include the ability to achieve as learners, competitors, and contributors in our increasingly multicultural, diverse, and complex world.

Borough: Bronx
Grade Division: Elementary
Contest Entry Title: The Family Garden

Contest Entry Summary:

The goal and motive for creating an educational garden was for students to become advocates in their community by promoting what they have learned in school to their family, friends and community. Creating a garden will not only inspire healthier changes in the entire school, but the entire community. The garden will teach children and youth about empowerment, community responsibility and how to connect positively with neighbors.

Student Involvement:

Student Participation: Core Group #_25____
Student Participation: Total #_150____
School Population: Total #__544____

The Vision:

The goal and vision of the school garden was to teach children about healthier food options, the life cycles of the foods with which they are already familiar with and becoming physically active. By connecting the educational garden to healthy eating habits, students would be able to learn to make positive choices about foods that they eat outside of school and with their families. Furthermore, the intent of the garden curriculum was to supplement classroom teaching with an outdoor classroom where math, science, and social studies could be studied in a real life environment. Finally, the garden would be used to teach students to enjoy and spend more time outside being active. Children would be able to build strength and endurance through digging, weight bearing and weeding.

Implementation of the Project:

During the month of November the sustainability coordinator and the principal of The Family School met and discussed a plan for creating a family school garden. After several meetings the following plan was outlined:

The Plan:

The purpose of the Family garden is for it to become integrated into the school's community and to be used as a learning tool to explore the world. The garden will be used to teach about healthy eating, physical activity, language arts, social studies, mathematics, science and the arts. The garden will allow teachers to differentiate their instruction to serve kinesthetic learners and produce in depth unit plans.

The Family garden will include a wide range of decorative flowers, herbs, vegetables and fruits. The plan is for the school garden to incorporate three types of plants: Native flowers, Edibles and Herbs. The following plants will create a healthy, balanced garden, as well as a range of materials for learning in various subjects.

When the garden is complete the garden will be open to all students, a total of 550 students. Classes will make weekly or biweekly visits to the school garden. Since our school is located on a shared campus the plan is to also incorporate the other elementary school into our gardening plans. With the hopes of both schools coming together the garden would hopefully have over 1,000 students benefiting from the garden. The goal for the fall of 2013 is to create an afterschool garden club that would ensure that the maintenance of the garden is maintained and to further provide opportunities to support in-school learning.

The Gardening Team

After creating a plan for the garden the sustainability coordinator then formed a committee that consisted of teachers and students, to help build and create a school garden. During the months of February and March the teacher members of the garden committee would meet Friday mornings to discuss how they would plan to implement and create the school garden. Within the garden committee the teachers broke up into sub committees or teams: the curriculum team, the gardening and planting team and the painting team.

The curriculum team was responsible for creating a curriculum that was aligned to the Common Core Standards and incorporated all the subject areas. The curriculum team also took courses over the mid-winter break to help build a K-5 curriculum. The goal of the curriculum team was to finalize a curriculum by the end of June for teachers to use for the 2013-2014 school year.

The garden and planting committee was responsible for the constructing and planting of the garden. To help construct the garden, experienced volunteer gardeners were enlisted. The volunteers with the help of the garden members were able to purchase the materials and build the beds necessary to plant. On April 6th the garden and planting team met to build the beds for the plants and herbs. The student members of the garden committee played an intricate role as they help build the beds and dug and plotted the soil for the plants.



A painting team was also created to build a mural and signs for the garden. Both teachers and students helped paint and draw signs for the garden. In addition to meeting on April 6th the gardening & planting team and the painting team met on Saturdays and after school to continue the work that was started on April 6th. By the end of April the gardening and planting team planted different vegetables and herbs to be harvested by June. In addition, flowering

trees were also planted. By the end of June the painting team was able to create a mural and garden signs for the Family Garden.





Project planning

The original plan for the school garden was to have the garden in the school yard. However, the space in the school yard was limited and lacked sun exposure, which is crucial in any school garden. The garden committee then decided to plant the school garden in the front of the building, which allowed the committee more space to garden with a greater access to the sun.



Initially the school garden was supposed to incorporate three types of plants: Native flowers, Edibles and Herbs. The following plants would have created a healthy, balanced garden, as well as a range of materials for learning in various subjects. However, after attending different gardening meetings and meeting with GrowNYC, the garden committee decided to focus on edibles and herbs. In addition to the herbs and vegetables planted a pollinator garden, sensory garden and mini orchard of 4 apple trees were also plotted



In addition to purchasing the soil, wood, and other materials necessary for creating a school garden the committee also decided to create a work area that consisted of 8 tree stumps seats. The garden is also protected and fenced off from street animals and other people who may try to destroy the garden.

Finally, a school mural was designed and painted to bring awareness not only to the school community, but to the community as a whole. The mural was an extra, but wonderful addition to the beatification of the school grounds.

Currently, the school garden is only visited by a few classes. The goal is to expanded the school garden by June 2014 for the whole school campus of almost 1, 200 students.

Student involvement

The students have played a crucial role in planning and implementing the Family Garden. During late Fall at a student council meeting members of the after school program, discussed the lack of recycling and cleaning going around in the community and school. The student council members then decided that the school could clean up the area and beautify the school community by creating a school garden.

Students throughout the student body played a hands on role of creating the school garden by attending "Build a Garden Day" on April 6th. Students were able to build garden bed, set soil to the beds and paint signs for the garden. Even after "Build a Garden Day" students have continued to stay after school to paint the garden mural.

Finally, during science class students have planted seeds that were later planted in the garden. There were also classroom teachers who took their students out to see the garden during the school day.





Promotion

Fliers were posted around the school building and sent home to families about the “Build A Garden” day on April 6th.

Spring is here!



Time for.....*The Family Garden!*

The Family School teachers are excited to announce that they will be planting a vegetable and herb garden.

Where: On Sheridan Avenue by the steps to the cafeteria

When: beginning Saturday, April 6th at 12 PM

Who: Teachers and Students

Why: So we can learn about growing our own food and being healthy

How:

Step 1: Build the plant areas (beds)

Step 2: Plant seeds in the science classrooms (Ms. Owen and Ms. Harrison)

Step 3: Make a garden sign with Ms. Owen

Step 4: Transplant our vegetables outside to our garden

How can you help us make the garden right now?

Please bring cleaned and rinsed 2 liter soda bottles and gallon plastic milk jugs to your class. These containers will hold our vegetable seeds until they can be put outside in our garden!

Bring them to your teacher and the garden team will pick them up.

Collaboration

The Family School was fortunate enough to collaborate with GrowNYC and appreciatively was awarded a \$1,900 grant toward the school garden. The Family School, hopefully, in the near future would like to work with Sheridan Academy for Young Learners, whom they share a building with, in expanding the garden. With any luck, the school garden will eventually become a community garden for all members of the community to use.

Educational components

We are currently designing units of study for all K-5 classes across science and social studies that will provide specific months for the garden to be maintained based on units. Fall: K (senses, trees), 1st grade (seasons), 2nd grade (soil), 4th grade (harvest) and Spring: K (insects, senses), 1st (seasons), 3rd (adaptations). These unit plans and lessons will support teachers maintaining the garden while addressing the standards.

Sample Lesson by Laura Goodspeed (1st Grade Teacher at the Family School):

Lesson Plan: integrated from Insects and their allies

This lesson was adapted from the card match game with all invertebrates. In addition, this lesson brings in the strategy of using a dichotomous key. Students will have the dichotomous key on hand but can also rely on their understanding. To encourage higher order thinking, there will be a 4th column that will be marked 'other classes-?'

Grade: 1st

Unit of study:

Animal Diversity—How are animals alike and different?

Insects—Monarch Butterflies and Longhorn Beetles

Standards:

Identify, describe and compare the physical structures of animals. LE 3.1a

Compare and contrast the physical characteristics in animals. LE 3.1a

Describe animal life cycles and life spans LE 4.1a, e, f, g

Background:

Students will have been studying Beetles, Butterflies and Ants in our class. They will have live specimens of each to observe. . Students have had 4 weeks of exposure to these classes (1 week focus on each species and 1 week comparison/contrast of distinct features and synthesizing information).

Students will understand the distinctive features of each class of insect. Students will understand that all of these insects fit into the **class**.

Teaching/Objective:

Students will use their knowledge of insect classes to sort and classify various insects into 3 distinct classes.

Procedure:

Teacher will gather students on rug. Teacher will write each class of insects on the board—using scientific name only. Students will share their understanding of the 3 insects that have been studying in the class. Teacher will refer to diagrams, charts and dichotomous keys in the science center that can support student understanding. Teacher will show a picture of a moth. Students will share out where

they would classify that insect and WHY. Teacher will not put insect in correct column until students can give specific features of the moth to justify the placement there. Then, teacher will show a card that states 'wings are membranous', abdomen is constricted' students discuss where the card would go based on their knowledge of butterflies, ants and beetles. Teacher again stressed the need to 'prove' your science. At this point, teacher gives sort cards to student leaders who have earned that position based on work and model behavior (6 agreements of school that reflect conflict resolution learning program) and asks them to choose a partner and return to their work stations. Groups are heterogeneous with a range of learners from mid to high in each group.

Students will work in partnerships to sort various pictures or cards with descriptions of insects into a 4 column sort. Each column will be marked Hymenoptera (ants, wasps and bees), Coleoptera (beetles) and Lepidoptera (butterflies, moths and skippers) and other classes-?

Modifications:

Teacher has precut the cards of 3 packs of cards to limit the OT challenge for several students. Teacher has held back a group of students (6) to remain with her and work on a limited pack of cards. Teacher has added picture support on the sort sheet. Teacher does additional language work to support ELLs and Spec Ed students in group who need additional work with unit specific vocabulary.

Placement:

This lesson will fall at the end of the unit

Assessment:

Students will complete sort in partnerships within the 30 minute work time. Students will be able to articulate/prove how they know that their insect fits into the class of insects based on what they know about that class. Students will spend 5 minutes sharing with others at their table while teacher circulates with clipboard and takes notes. Students will share as a whole group and be assessed on their language and their ability to recognize the subtle differences in each class.

Project Analysis

After receiving our garden grant, we were fortunate enough to have a group of teachers enthusiastically volunteer to join the garden committee. We had several artistic teachers complete murals and garden signs to help both students and the wider community know about the garden plan. A group of about 20 students designed beds during our build a garden day on April 6th. Through science classes, students participated in planting seeds and herbs in our vegetable garden that will be watered, managed and harvested throughout the spring months and then harvested on June 14th. The garden will include lettuce, carrots, sugar snap peas and herbs.

We had great success with teacher and student involvement in the garden's initial steps. Before the end of the school year we will have a full vegetable garden that will be edible for students to sample. We have also had great success working with our custodial staff throughout the gardening process with providing members with different tools and supplies. The enthusiastic support from our administration has created talks and discussions to further extend the garden for next year.

Although, we have had opportunities to plot some seeds into the ground and plant bushes and trees into the pollinator and sensory garden, some challenges have occurred. While the enthusiasm among students is wonderful, preparing for the New York State exams has been a setback for us. During the past two months grades 3 through 5 have been preparing for the state exam and therefore, have not had the same opportunities as the younger grades to visit the school garden during the school day.

We will be able to measure success both through unit assessments done on students after the second grade completes their "Parts of a Plant" unit and the kindergarten uses the pollinator garden in their insects unit. Furthermore, we will measure success through our community outreach and parent involvement. We already have several families that are interested in working in the garden and collecting vegetables during the summer months. With the strong support from our custodial staff and parent coordinator, we are hoping to hand over summer responsibility to families.

The prize funds would be used to further enhance our school garden in a few different ways. For one we would be able to add a compost program to the garden. We have already begun our green initiative but with a composting program (space has already been designated), we could extend our students learning to include soil food webs, soil complexity and responsible usage of natural resources. As we move forward, we would also like to use the prize funds to provide teachers with professional development to support them in using the garden space throughout all core subjects. We are currently designing units of study for all K-5 classes across science and social studies that will provide specific months for the garden to be maintained based on units. These plans will support teachers maintaining the garden while addressing standards. Ideally we would like teachers to spend a class period in the garden. Therefore, we would also like to use the prize funds to create a nurturing and comfortable seating area. Finally, since our school is on a shared campus we would like to join in efforts with Sheridan Academy for Young Leaders and expand our garden throughout the whole school building.