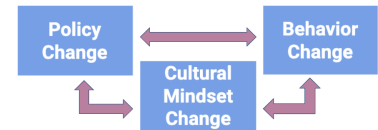




Sustainable and Climate Resilient Schools Administrator Fellowship: Community Impact Project EXAMPLE LIVING SCHOOLYARD

- **Baseline Assessment and Plans:** Administrators conduct a baseline assessment to understand the current status of a focus area at a school site or across a district. The administrator then makes recommendations (including goals and strategies for achieving those goals) for how the school/district might approach making this focus area more sustainable.
- **Physical Symbols of Change:** Administrators advocate for and support implementation of projects that make a visible change in the community towards a more sustainable practice within facilities and operations. This change should be paired with awareness and training.
- **Behavior Change Challenge:** Administrator leads a school-wide challenge to encourage behavior change in a particular focus area. This challenge would be open to students, faculty and staff, and possibly parents and families.
- **Curriculum Integration:** Educational leaders facilitate the integration of a focus area topic into the curriculum. Examples include supporting a departmental (or school-wide) scope and sequence of standards-aligned lesson plans, integration of experiences with community based partners at every grade level, etc.



Directions: This document will help you think through the various elements of your community impact project from start to finish. You will start this project plan in the June workshop, and complete the plan with the support of your coach between June - August. Consider this plan to be a live document that may need multiple iterations as you go through the planning and implementation process.

Fellow Name	Example
Job Title	Principal

BACKGROUND AND CONTEXT

School Site	Example Elementary School
School Demographics	Example
District	Example District
District Demographics	Example

General Vision/Mission of School and/or district	SMCOE Mission: “Inspiring Students, Investing in Teachers, Invigorating Leaders, Involving Families and Communities”
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PROJECT OVERVIEW

In this section, fellows outline the main goal(s), project pathway(s), and metrics for assessing impact.

1) Focus Area Topic Selection

<u>Focus Area</u> Topic	Living Schoolyards - Native Plant Garden & Outdoor Classroom
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2) Goals should be big picture and relevant to your school community

What is the big picture project goal? (Admin-Led Exemplars - Column B)	Improve local ecosystem health through increasing biodiversity and create outdoor spaces that support student/staff learning outcomes.
In what ways do the goals for this project connect to the broader mission and vision of the school/district?	This project supports our goals of inspiring students and invigorating leaders through creating onsite opportunities for our school community to learn from and in the outdoors. Native plants will provide habitat for local fauna, beautify our campus, improve soil health, and create a learning opportunity on ecological systems. Through these changes we will inspire the community to take similar actions.

3) Identify your general project pathway (baseline assessment and plan, physical symbol of change, behavior change challenge, curriculum integration) and provide specific details for your project.

Fellows may choose multiple project pathways (i.e. physical change and curriculum integration).

What is the project pathway(s) you have selected? (Admin-Led Exemplars - Column C)	Physical Change (installation of native plants and outdoor seating) and curriculum integration (trainings and support to take classes outdoors)
Why is this change necessary and relevant at this time for your school community?	Now more than ever, due to the COVID-19 pandemic, our school needs outdoor learning spaces for students and faculty. There is also momentum building on this topic in the last couple years, with more teachers asking for outdoor learning materials.

4) Fellows will identify the target audience for this project and identify quantifiable metrics for measuring impact at the completion of the project.

Who is the target audience for this project? (Admin-Led Exemplars - Column D)	Staff, Facilities Department, Groundskeepers, Business Services, Faculty
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Metrics (Admin-Led Exemplars - Column H)	The primary metrics I will use are: - # of stakeholders engaged (in meetings, volunteers, teachers) - # of lessons taught outdoors - sq footage of campus converted to native habitats - sq footage of outdoor learning spaces installed
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IMPLEMENTATION STEPS

In this section, fellows detail out how they will build a coalition of support for the project, as well as key steps for achieving the overall goals outlined in this project.

5) Coalition Building: Bringing change to any community requires having a team behind you. This is important for information flows, gaining perspective from multiple stakeholders and establishing buy-in, and delegating tasks that bring the project from plan to activation. *In addition to you, identify the names of the specific community members who you will be working most closely with as a team to implement this project plan. It is recommended you consider including different types of stakeholders: Administrator (If you need more than you), teacher, staff (custodian or facilities), parent volunteer who has a connection to PTA/PTO type organization, student, community partner, etc. (Build upon [Admin-Led Exemplars](#) - Column D - F with the names of your schools stakeholders)*

Stakeholder Type	Name	Reason for including and any concerns
Student	ELSI	ELSI is hoping to do a eagle scout project at our school and has committed to helping with the outdoor learning area and native plants. They have a small budget for supporting this work.
Facilities Manager	ELSI1	ELSI1 will need to approve this project and support our group to maintain this area long-term. ELSI1 will need to help select the area for us to plant and put outdoor seating. The biggest constraint is their time, as we have limited groundskeeping support.
Teacher	ELSI2	ELSI2 has already been taking their students outdoors during class time. They would be great to include in planning as they are a leader on this topic for other teachers at our school. I hope to partner further with this teacher so that any professional development we do teachers are asking for and excited to participate in it. This will be essential for building interest and momentum.
Curriculum Services Director	ELSI3	ELSI3 will need to be involved if we are going to do a comprehensive training program with faculty. ELSI3 could be less involved at the beginning with one-off or shorter trainings.

6) Identify other key decision makers that need to be involved as they might have a say in project plans, resources allocated, and timing for launch, and plan for how you might communicate with them.

Who are other key decision makers, and how and when will you communicate with them? (Admin-Led Exemplars - Column F)	I will need to be in closer communication with the district Facilities Manager, ELSI1. I plan to invite them on a site walk with us, and have some ideas in mind already when they are on site. Ideally all the plans are in place over summer, so we can launch with teachers and students in Fall. With our teacher/student community we can do more design brainstorming and planning in Fall. ELSI needs to complete planting for their project by December. Our professional development calendar for the new school year is already set, so I will only be able to offer outdoor learning as an optional add-on for those that are interested. I will need to communicate to faculty on this and promote the importance of taking students outside for learning.
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7) Every project will need resources such as supplies, funding, space on campus, time allocated in the calendar, etc.

What kinds of resources will be needed for this project to be successful? What might be challenging about securing these resources?	- Irrigation: This will need to be figured out early on. Ideally we will have a drip system to conserve water, but this might not be possible with our existing landscapers - Native Plants & Compost: ELSI student has fundraised for these already. - Outdoor Seating: Funding will be needed for this. In the short term we can move the tables we already have into the outdoor learning space, but if we want to have better seating long-term we will need to fundraise. Our two best options for this is the San Mateo County Community Garden Program with the Office of Sustainability, or the PTO - Teaching Supplies: Before we can budget teachers need to determine what would be the most helpful for them. I think supplies will be minimal at first, and could build over time. - Teacher Development: Resources for this are TBD by the teachers, and we will likely partner with an outside organization to provide this training.
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8) Timeline and Objectives: *Your plan will include objectives/implementation steps such as convening your project team, procuring infrastructure, training and professional development, preparing and sending out communication to the community, etc. Expect that this plan will adapt and change over time. Utilize column G on the [Admin-Led Exemplars](#) spreadsheet.*

Objective or Description of Implementation Step	Timeframe (date and length)
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1	Planning phase for garden & outdoor learning space. 2 - 3 on-site meetings with different stakeholders • Identify irrigation needs • Plan out planted area & seating	July - August
2	Infrastructure work begins • Ordering supplies • Prepare soil for planting (done with ELSI student eagle scout) • Install irrigation	September - October
3	Communicate with teachers about professional development needs • Identify format for trainings and facilitator • Identify best curriculum resources	August - October
4	• Create calendar system for reserving outdoor classroom area • Plan professional development	November
5	Lead optional professional development	January

**Add more rows for additional steps*

9) Future Coaching Sessions

What support do you anticipate needing from your coach throughout this project?	I anticipate needing support with how to communicate this project to both our facilities department and our faculty. These groups have very different needs, but I hope to bring them together to achieve our goals. I also anticipate needing support with identifying funding sources, and/or how to message the importance of allocating funding to this project from our general fund.
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