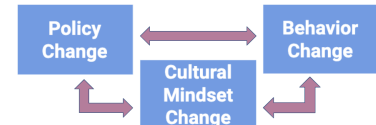




Sustainable and Climate Resilient Schools Administrator Fellowship: Community Impact Project Template

SCRS Administrator Fellowship 2021 - Task #9

Overview: A **community impact project** (CIP) is service work done by a person or group of people that benefits a local community (school, neighborhood, city, etc.). A **solutionary** is someone who is able to identify inhumane and unsustainable systems, then develop solutions that are healthy for people, animals, and the environment. In a **solutionary community impact project**, fellows analyze real-world environmental and social justice problems and develop solutions in their local community that seek to mitigate these problems through policy change, behavior change, and cultural mindset changes. *The most successful administrator-led community impact projects generally fall into a few different categories:*



- **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	
Job Title	

BACKGROUND AND CONTEXT

School Site	
School	

Demographics	
District	
District Demographics	
General Vision/Mission of School and/or district	

PROJECT OVERVIEW

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

1) Focus Area Topic Selection

Focus Area Topic	
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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)	
In what ways do the goals for this project connect to the broader mission and vision of the school/district?	

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)	
Why is this change necessary and relevant at this time for your school community?	

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)	
Metrics (Admin-Led Exemplars - Column H)	

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

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 -	
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Column F)	
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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?	
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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)
1		
2		
3		
4		
5		

**Add more rows for additional steps*

9) Future Coaching Sessions

What support do you anticipate needing from your coach throughout this project?	
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