# From Need to Plan

Design a local project with partners, evidence, and a way to improve it

**S.9.6** "Design school- and community-based projects to address a local aspect of a social problem."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline the evidence of a local need, circle the roles of the school and community partner, and number the steps used to check and improve the project.

### A Food Access Project at Harbor High

1 At fictional Harbor High, a student council wants to address food insecurity without assuming every family has the same needs. In an anonymous, optional survey, 24 of 80 respondents said they sometimes lacked enough food at home. Ten of those 24 said they could not stay after school to collect supplies. These responses are not a count of every student who needs help, but they reveal a possible local barrier: access to food outside school hours. The council decides to test a small project before requesting a larger budget or claiming it can solve hunger across town.

2 With permission from the school, students propose assembling bags of shelf-stable groceries once a week. A local food pantry would choose suitable items and train adult volunteers in storage and handling. School staff would offer private sign-ups and make bags available during dismissal, while the pantry would offer a second pickup window on Saturday. Students would sort unopened donations, post multilingual notices with staff approval, and track how many bags are requested and collected without recording names on public lists. The plan needs a budget for missing items, and the team would ask the pantry what it can reliably provide.

3 For a six-week trial, the council would set a goal: at least 80 percent of requested bags collected each week. Students and adults would count requests and pickups separately at each site and invite anonymous comments about hours, locations, and food choices. If many school bags remain but Saturday pickups are busy, the team could shift more bags to the pantry rather than buying extra food. If supplies run short, it could seek funds or reduce the number of bags promised. Staff and pantry workers would review the results together before deciding whether to continue, change, or end the project.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. How do the survey responses shape both the project's focus and its pickup schedule?

2. How do the school's and pantry's different roles make the project more workable?

3. Why does the team plan to count requests and pickups at each site instead of counting only bags assembled?

4. Which two choices in the plan protect privacy, and how do they affect the way the project runs?

## 3 YOUR TURN

Your own words

Choose a different local aspect of a social problem. In one paragraph, design a school-and-community project that names evidence you would gather, a school action, a community partner's role, one measurable goal, and a change you might make after checking results.

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## PART 1 · READ AND MARK

Underline the evidence of a local need, circle the roles of the school and community partner, and number the steps used to check and improve the project. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | How do the survey responses shape both the project's focus and its pickup schedule? | **Reports of too little food support a grocery project. Because some respondents cannot stay after school, the plan offers pickup during dismissal and on Saturday.** |
| 2 | How do the school's and pantry's different roles make the project more workable? | **School staff handle private sign-ups and dismissal pickup. The pantry selects suitable food, trains volunteers, and provides Saturday pickup, adding food-handling knowledge and another way to collect bags.** |
| 3 | Why does the team plan to count requests and pickups at each site instead of counting only bags assembled? | **Requests and pickups show whether people collect the bags and whether one pickup site is used more than the other. Bags assembled alone would not show access or progress toward the 80 percent goal.** |
| 4 | Which two choices in the plan protect privacy, and how do they affect the way the project runs? | **School staff use private sign-ups, and the team keeps names off public lists. The project can arrange pickups and track totals without publicly identifying participants.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

To address unsafe crossings near our school, I would ask volunteers to count how many students use or bypass the marked crosswalk during two dismissal periods. The school could teach safe routes and ask adults to supervise the busiest exit. The city traffic office could review the counts and decide whether signs or signal timing need changes. Our six-week goal is for at least 90 percent of observed students to use the crosswalk. We would repeat the counts and ask students about obstacles, then change the supervision plan if crossing patterns do not improve.

Accept equivalent answers grounded in the passage. For Part 3, look for a specific local need, distinct school and community roles, a measurable goal, and an adjustment tied to results.