

RREV's Innovative Pilot Template

As part of the **Innovative Mindset and Pilot Development** courses being offered through several of Maine's institutions of higher education, the RREV project uses a consistent template for the creation of all future pilots. Because every pilot created and tested with RREV funds WILL BE published in EnGiNE, we want all of Maine's educators to have the assurance of consistency.

This template provides an outline of the components required of an Innovative Pilot. The information in this template will serve as the basis for requests for school/district level project funding.

Section 1: Define the Need

A. Describe your innovation.

Consider what evidence supports the need for an innovation, and the evidence that suggests your innovation will improve the current situation.

Lawrence High School has developed an innovation that includes two parts. The first is the establishment of an intensive alternative education program for some of our most struggling students called the **Lawrence Education Alternative Program (L.E.A.P)** and the second is the creation of an interdisciplinary **Community-Focused Project-Based Learning (CFPBL) Program** within the regular high school. In this section we discuss our needs and the reasons we believe these needs will be addressed with the aforementioned programs.

Lawrence High School (LHS) provides a mostly traditional model of education with an assortment of faculty-led academic courses offered at various ability levels, including post-secondary options such as Advanced Placement courses and dual-enrollment courses. Some students, however, are struggling with that model. This has been particularly evident over the past few years, as we have seen an increase in our chronic absenteeism rate and a decrease in our graduation rates (further described in Section 1.B below). To try to further understand the problem, in the Spring of 2022 we gathered a group of LHS staff members who work with students as teachers, co-curricular advisors, and coaches. Within this group we created a brief qualitative staff survey seeking input on what staff viewed as possible problems and solutions. The group also saw the need for student input and held a student focus group consisting of representation from all of our co-curricular activities and our athletics. Later that Spring, we also serendipitously learned about the RREV program. After our initial RREV professional development, we determined that we needed to further understand the problem and created two more anonymous surveys: one for staff and one for students. In one of the surveys completed by nearly 70% of our teaching staff, teachers were asked on a scale from 1 -10 to rate how often the following statement is true: "Students are engaged and take part in daily lessons and activities." Results showed an average of 5.7 rating for students that show engagement. Thought of in a different way, teachers view that their students were only engaged in their lessons slightly over half of the time. Teachers also rated student engagement as a crucial factor in learning with 74% of the respondents answering either 9 or 10 on "How important is this statement to you." Through our

investigations to determine why students feel disengaged, we found that there is a disconnect between the type of learning some students desire, and the type of learning that teachers provide. In a particularly telling conversation during a focus group of 14 students from multiple student organizations, one student noted, “We go to class; we sit down; we listen to a lecture; we take notes; we may take a quiz; and we come back the next day and do the exact same thing – rinse, repeat. It’s exhausting.” Similarly, in a survey completed by 84 of our 9th-11th graders, students were asked to rate how often their classroom lessons were engaging and interactive. The frequency average was 5.63 (the lowest of the survey). When asked how important this type of learning was to them on a similar scale (10 being most important), the average was 8.01 – the second most important statement in the survey, with only the statement “Getting a high school diploma is important to my future” receiving a higher importance rating.

While many of our disengaged students will graduate from high school regardless, a number of our students will not. Currently, LHS offers no alternative education program for our students who are at the highest risk of not graduating high school. The reasons that the latter group of students are at risk stretch far beyond mere disengagement. Many of these students have social, emotional, and behavioral needs that our regular classroom teachers are unable to provide for. For some of these students, the size and expansiveness of our school is a barrier to their learning. For others, the traditional model of punitive discipline has resulted in suspensions that have disrupted their schooling. For yet others, outside responsibilities including sibling care and employment have gotten in the way. Put simply, a number of our students are at risk. Through a complex algorithm which looks at a variety of factors including attendance, grades, home stability, and behavior, our Infinite Campus Early Warning system identifies students who are at risk of not completing high school. As of June 2022, 88 out of 436 or 20.2% of the current 9th, 10th, & 11th are at a high to moderate risk of not completing high school.


The above information makes it clear that some of our students are in a greater need than others, but with funding so limited in education, we would be remiss not to support as many students as possible. To leverage RREV funding then, and to address all of the above stated challenges, we have developed a two-pronged approach. The first prong will address the needs of our students most at risk of not completing high school first. The second will bring CFPBL educational practices into regular high school classes, thereby scaling our innovation and serving more of our disengaged students. Modeled on the public health approach to multi-tiered systems of support, our RREV project for innovation will include a tier three intensive support program and a tier two targeted intervention program, both of which are described in detail below.

As mentioned in the introduction, the first portion of RREV funding will be used to support our students most at-risk for not graduating by establishing the **Lawrence Education Alternative Program** or **L.E.A.P.** This innovation centers on alternative pathways that are of critical need for these students to meet graduation standards and requirements, to address their social and emotional needs, and to cultivate post-secondary aspirations. L.E.A.P. will serve as an intensive program that focuses on our highest risk students. The National Alternative Education Association recommends a teacher/student ratio of no more than 1 to 12. Next year, MSAD 49 is willing to staff the program with two teachers, therefore we believe that In its pilot year of 2022-23, L.E.A.P. will

serve 12-24 LHS 10th, 11th, 12th grade students. These are students who currently struggle in the traditional high school setting and/or who are at risk of not graduating. Central to the program will be interdisciplinary, community-focused project-based learning experiences (CFPBL) that will provide students the opportunity to earn more than one credit at a time. These experiences will be aligned with the Maine State Standards and follow best practices in Alternative Education as defined by the National Alternative Education Association's Exemplary Practices 2.0. These CFPBL projects will utilize design-thinking strategies and be created in collaboration with students and L.E.A.P. faculty and staff. Graduation requirements in this program will also be completed through a variety of other pathways including credit recovery, Edgenuity online courses, and L.E.A.P. faculty taught courses. Curriculum will be developed in collaboration with the Academic Dean of Students, L.E.A.P. teachers, and LHS content area specialists. Each student in the program will have a personalized learning plan co-created by them and L.E.A.P. staff that will be adapted as their needs change. To ensure that the social emotional needs of all students are met, L.E.A.P. students and staff, along with the school Social Worker and Academic Dean of Students will work to create a caring and safe environment through restorative practices and other positive behavioral supports. Students who successfully complete their graduation requirements through L.E.A.P. will receive an LHS diploma.

The second portion of RREV funding will be used to re-engage students not in L.E.A.P. by creating an interdisciplinary **CFPBL Program** at Lawrence High School. We envision that this will act as a change agent within the school by bringing forth new instructional design and delivery models to the school. This program will engage students by creating authentic learning experiences where students will identify, understand, and work to solve problems in their own communities. By using strategies central to the human centered design process, interdisciplinary teams of teachers will work with students to identify community problems and possible solutions to these problems. In its pilot year, the CFPBL Program will consist of two teams of two interdisciplinary teachers. Through a partnership with the Rural Aspirations Project, during semester one, the teachers will be given release time to be trained in project-based learning and design thinking strategies as well as be provided with all the necessary resources to create innovative projects for their classes. During semester two, teachers will run the projects with their students. During its first year, the CFPBL Program has the possibility of reaching approximately 100 more students through four classes.

We believe that our RREV innovation will successfully address our needs due to a number of factors. First, the evidence base on the positive impacts of project-based learning is clear. Most recently, the Lucas Education Foundation found in four peer-reviewed studies involving thousands of K-12 students that such learning positively impacts student achievement in multiple core subjects, as well as improves social emotional outcomes of students. Next, as previously noted in our qualitative interviews and quantitative surveys, students have indicated that they yearn for more interactive, project-based learning in their classes. Finally, by focusing on the social emotional needs of its learners, L.E.A.P. will utilize evidence-based trauma-informed practices guided by the Substance Abuse and Mental Health Services Administration's (SAMHSA) 4Rs (*realizes, recognizes, responds, resists re-traumatization*) of trauma-informed care at every level of its system that have been shown to be successful in helping students. Through a partnership with our local Drug-Free Communities Grant provider Healthy Northern Kennebec, we will also have access to the evidence-backed Second Step SEL program (for both students *and* educators) for the next three years. All L.E.A.P. staff will

also be trained in restorative practices through a partnership with the Restorative Justice Institute of Maine. This, along with resources on Positive Behavioral Interventions and Supports (PBIS) from PBIS of Maine will help ensure success with our students. 

B. Identify which students would be impacted, targeted, or supported by the innovation.

Review the evidence – quantitative and qualitative data and research – that indicates this group of students is considered the most vulnerable and would benefit from the described innovation.

Data you can use to inform your innovation, rationale, and targeted student population include the performance of various groups of students (e.g., students in rural locales, students from low socio-economic conditions, students with disabilities, students who are EIs, students at risk for dropping out, student who are homeless) with regard to academic achievement, graduation rates, social emotional and mental wellness, economic data, and/or workforce participation.

During our pilot year, this funding will support up to 124 students as described above.

For the pilot year, we anticipate serving up to 24 students in L.E.A.P. The students targeted for L.E.A.P. have been identified in a number of ways. We first identified potential students through information that has been gathered through weekly Guidance and Administration meetings. We then compared and added to that list the 88 students identified from our Infinite Campus Early Warning System. We also sent out an email to teachers asking for their input as to who they believe would benefit from such intensive programming. Finally, we held a parent/guardian information night and sent information home to be sure that any student interested had the chance to apply to the program.

The second part of RREV funding will be used to improve the quality of education for a greater population of LHS students through the aforementioned CFPBL Program. While it is true that Lawrence High School has a traditional model of education, it is also true that we have many teachers who yearn to be more innovative in their classrooms but have not had the time or the resources to do so. In this CFPBL Program pilot year, we are targeting teachers who have the capacity and willingness to have their students take part in project-based learning. Teachers will be given the opportunity to volunteer for this program during the 2022/23 school year. We anticipate that this part of our innovation will serve 4 classes or up to 100 students.

In the section below we describe our community, district, and student population.

MSAD 49 is considered a mid-high poverty rural school district with a 57.11% free and reduced lunch rate (calculated in 2019). The student population at LHS numbered 677 at the start of the 21/22 school year, with 48% female and 52% male. The school also has a population of 4.3% students of color. According to the 2019 Maine Integrated Youth Health Survey, 13.4% of the student population at LHS is identified as LGBTQ+.

The following chart (see 1.1) outlines the demographics of Somerset County where Lawrence High School is located. This data shows a higher level of poverty, lower per capita and median household income, lower level of high school and post-secondary degree attainment, and lower participation in the workforce than in the state of Maine as a whole.

1.1 Demographic Data for Somerset County

US Census (2016-2020)	Somerset County	Maine
High school graduate or higher, percent of persons age 25 years+, 2016-2020	90.30%	93.20%
Bachelor's degree or higher, percent of persons age 25 years+, 2016-2020	17.90%	32.50%
In civilian labor force, total, percent of population age 16 years+, 2016-2020	55.60%	62.80%
Median household income (in 2020 dollars), 2016-2020	\$45,382	\$59,489
Per capita income in past 12 months (in 2020 dollars), 2016-2020	\$25,023	\$33,774
Persons in poverty, percent	14.50%	10.60%

COVID has had a significant impact on our students. Support for this can be seen in a drop in our graduation rates from 85.71% in 2019 to 75.80% in 2021, and in our chronic absenteeism rate which had a baseline of 9.16% in the 2018/19 school year and rose to a high of 19.93% during the 2020/21 school year. As of May 2022, the chronic absenteeism rate is 14.86%, lower than the previous year but not a return to the pre-pandemic level (which was also high).

Geographically, LHS consists of the towns of Fairfield, Benton, Albion, and Clinton. The school is conveniently located in Central Maine, which has a multitude of business, arts, industrial, outdoor, agricultural, and college opportunities. Less than a mile from LHS, for example, is Kennebec Valley Community College, with Colby College and Thomas College in nearby Waterville. Notably, the town of Clinton is considered the Dairy Capital of Maine with cows often outnumbering people and 13% of Maine's milk supply produced there. This tension between the more urban setting and offerings of the Waterville area set against the more rural, agricultural area of LHS, while offering a number of challenges, also offers a number of rich opportunities for our students.

Section 2: Describe the Innovation

A. Describe the goals of your innovation.

Consider how your innovation will meet the needs of the identified target student population(s) and how you plan to achieve your goals. Additionally, consider any changes in policy, practice or structures you expect as a result of the innovation.

The overarching goal for our RREV innovation is to re-engage students who are currently disengaged with and who struggle with the traditional model of education. We believe to re-engage students we must create more innovative CFPBL opportunities, establish a systematic protocol for post-

secondary planning that includes workforce, college, and/or military exploration, and utilize a restorative approach to discipline. By doing the aforementioned, we hope to increase the rates of our students who graduate, to decrease the chronic absenteeism rate, and to ensure that all of our students have a clear post-secondary plan.

In order to achieve these goals, we have developed a two-pronged intervention. L.E.A.P. will provide an alternative setting for our students most at risk of not graduating high school. We believe the smaller setting, trauma-informed restorative practices, and individualized learning plans based on student interest and CFPBL will help these students successfully complete high school and formulate a post-secondary plan. The second prong, the CFPBL Program at LHS, seeks to re-engage students through engaging educational practices. Through these practices, students will not only learn to become innovative problem-solvers with a stronger sense of self-efficacy, but they will also become more connected to their community.

B. Describe activities included in your plan for each stage – preparation (P) or implementation (I) – of your innovation.

- **Preparation** includes building stakeholder awareness, establishing routines and processes, and coordination of logistics.
- **Implementation** includes planned implementation activities, as well as professional development for the educators participating in the innovation.

	Activity	Purpose	Stage (P or I)	Date of Completion	Person Responsible
1.	School Board Presentation	Obtain stakeholder buy-in	(P)	5/19/22	Dan Bowers and Sherry Brown
2.	Meeting with Colby Education Dept.	Build connections for future collaboration	(P)	5/26/22	Dan Bowers, Sherry Brown, & Guidance
3.	Meeting with Thomas College Prof. Mike Duguay	To discuss Design Thinking Prof. Development	(P)	5/27/22	Dan Bowers, Sherry Brown, Karen Foster, Tim Alberts
4.	Meeting with Healthy Northern Kennebec	Second Step SEL programming opportunity	(P)	5/17/22	Sherry Brown
5.	Meeting with NextSTEP Director & Teacher	Getting information about model alternative program	(P)	4/30/22 & 5/18/22	Dan Bowers and Sherry Brown
6.	Restorative Justice Institute of Maine Meeting	Discussing training for staff and student use of Restorative Practices	(P)	5/9/22	Dan Bowers and Sherry Brown

7.	Meeting with Kennebec Valley Community College Interim Dean	Build connections for future collaboration	(P)	6/1/22	Sherry Brown
8.	Mid Maine Chamber of Commerce Member Orientation	Build connections for future collaboration	(P)	4/6/22	Sherry Brown
9.	Meeting with University of Maine STEM Professors	Discuss possible Virtual Reality use in math classes and other content courses	(P)	5/12/22	Sherry Brown and Karen Foster
10.	Maine Guide Meeting	Discuss possible Outdoor Learning Opportunities for L.E.A.P. students	(P)	5/5/22	Dan Bowers and Sherry Brown
11.	Alternative Education Association of Maine Conference	Attend to build networks with other alternative programs and gather more ideas for L.E.A.P.	(P)	5/27/22	Dan Bowers and Sherry Brown
12.	Student Focus Group	Meeting with students about perception of school	(P)	5/25/22	Sherry Brown
13.	Student and Staff Problem Statement Survey	To obtain more information about the frequency and importance of problems	(P)	6/10/22	Karen Foster, Sherry Brown, Dan Bowers
14.	Rural Aspirations Project Director Meeting	Discuss professional development for both L.E.A.P. staff and regular ed teacher teams	(P)	6/9/22	Sherry Brown and Karen Foster
15.	10th and 11th Grade Student Meeting	Build student awareness of project	(P)	5/23/22	Dan Bowers and Sherry Brown
16.	L.E.A.P. Parent Information Night	Build Stakeholder Awareness	(P)	6/1/22	Dan Bowers and Sherry Brown
17.	Student, Staff, and Administration Individual Interviews	To gain more understanding of problem and possible solutions	(P)	6/1/22	Karen Foster
18.	Student Identification, Application Collection, and Interviews	Meetings with individual students to discuss program, collect both online and in paper applications, and conduct student interviews to be sure of interest in program	(I)	Jun. 2022	Sherry Brown, Dan Bowers, Guidance, and L.E.A.P. teachers
19.	Rural Aspirations L.E.A.P. Professional Development	To help further develop schedule, curriculum, student handbook, and PBL opportunities for L.E.A.P.	(I)	Jul/Aug. 2022	Karen Foster, Tim Albers, Sherry Brown

20.	Rural Aspirations CFPBL Pilot Teacher Team Professional Development	Training for LHS regular ed teachers to develop interdisciplinary projects	(I)	Aug. 2022	Sherry Brown and Regular Ed Teacher Teams
21.	Restorative Justice Institute of Maine Professional Development	PD for L.E.A.P. staff and key regular education staff on restorative practices	(I)	Aug. 2022	Sherry Brown, Karen Foster, Dan Bowers, Tim Alberts, Other Reg. Ed teachers and new Assistant Principal
22.	Design Thinking Workshop from Thomas College	PD for L.E.A.P. and LHS staff on Design Thinking teams	(I)	Sep. 2022	Sherry Brown, Dan Bowers, L.E.A.P. and LHS Staff
23.	L.E.A.P. Summer Curriculum Work	L.E.A.P. Staff will further develop curriculum based on specific students' needs	(I)	Jul/Aug. 2022	Sherry Brown, Karen Foster, Tim Alberts
24.	L.E.A.P. Classroom Design	Students and staff will co-create a student-centered learning space as their first interactive project.	(I)	Aug./Sept. 2022	L.E.A.P. staff and students
25	CFPBL Pilot Teacher Training/Release Time	Teachers will work with Rural Aspirations to plan for a project to be completed in Spring 2023.	(P)	Aug. 2022 - Jan. 2023	CFPBL Pilot Teachers, Dan Bowers, Sherry Brown
26.	CFPBL Pilot Projects	Teacher teams will work with students to complete projects, evaluate projects, and present projects to greater LHS Community	(I)	Jan. 2023 - June 2023	CFPBL Pilot Teachers, Dan Bowers, Sherry Brown
27.	L.E.A.P. Semester 1 PLP Implementation	L.E.A.P. staff will work with students on their PLPs. This work will include CFPBL, credit recovery, direct instruction, and field trips.	(I)	Sept. 2022 - Jan. 2023	L.E.A.P. Staff and Sherry Brown
28.	L.E.A.P. Semester 1 Evaluation & New Student Integration	New students will have the opportunity to join the program at change of semester	(I)	Jan. 2023	L.E.A.P. Staff and Sherry Brown
29.	L.E.A.P. Semester 2 PLP Implementation	L.E.A.P. staff will work with students on their PLPs. This work will include CFPBL, credit recovery, direct instruction, and field trips	(I)	Jan. 2023 - June 2023	L.E.A.P. Staff and Sherry Brown

30.	L.E.A.P. Project Presentations	L.E.A.P. students and staff will present CFPBL to various stakeholders	(I)	May 2023 - June 2023	L.E.A.P. Staff and Sherry Brown
31.	L.E.A.P. New Student Application Process & Interviews	New students will be invited to join L.E.A.P.	(I)	May 2023 - June 2023	L.E.A.P. Staff and Sherry Brown
32.	L.E.A.P. Program Evaluation	Program will be evaluated through various metrics	(I)	May 2023 - June 2023	L.E.A.P. Staff and Sherry Brown
33.	CFPBL Pilot Project Evaluation	Program will be evaluated through various metrics	(I)	May 2023 - June 2023	CFPBL Pilot Teachers, Sherry Brown
34.	CFPBL Pilot Project Application Process for 2023/24	New teachers will be invited to take part in CFPBL Pilot Project for following school year	(I)	April 2023- June 2023	Dan Bowers and Sherry Brown

Section 3: Define Innovation Outcomes & Measure to Assess Outcomes

- A. Identify the outcomes (i.e., student outcomes, changes in instructional practices, changes in student practice) that you expect to see as a result of your innovation.

Consider both short-term and long-term outcomes, at different points in the time (e.g., at 6 months, 12 months, 2 years and 3+ years).

We hope to develop a number of possible outcomes through our innovation which we describe in depth below:

Student Outcomes

- Increase in student levels of engagement of L.E.A.P. students and students in the CFPBL Program as measured by the Student Engagement Instrument (SEI). The SEI is a validated instrument that measures a number of psychological and cognitive factors including Teacher-Student Relationships, Peer Support at School, Family Support for Learning, Control and Relevance of School Work, Future Aspirations and Goals, and Intrinsic Motivation. Rates will depend on benchmarks set at the start of the 2022/23 school year.
- Increase in post-secondary plans that include college, career, and/or military options
 - Pilot Year – every L.E.A.P. student will develop a plan. All L.E.A.P. seniors will leave with a detailed plan and connection made to specific workforce, college, or military support professionals.
 - Pilot Year – L.H.S. will develop a systematic process for post-secondary planning.
- Increase in graduation rates with 95-100% of L.E.A.P. seniors successfully graduating
- Decrease in chronic absenteeism rates for students involved in L.E.A.P. and CFPBL Program. Once students are chosen for each program, baseline data will be collected. We will then

compare their end-of-year chronic absenteeism rate % change to that of the general student population.

Instructional Practices at LHS

- Increase in interdisciplinary community-focused project based learning opportunities at LHS:
 - Pilot Year – four teachers with two projects,
 - 2023/24 SY – Six teachers with three projects, and
 - 2024/25 SY – Ten teachers with six projects.
- Pilot Year – 100% of L.E.A.P. students will develop an individualized learning plan that is centered on their interests.
- Pilot Year – The Academic Dean of Students will work in partnership with various entities including higher education partners at Thomas College and Colby College to develop professional development opportunities for LHS/L.E.A.P. staff to increase staff knowledge of innovative education practices.

Future Career & Other Post-Secondary Development

- Pilot Year – The Academic Dean of Students will continue to develop and leverage partnerships with the Mid-Maine Chamber of Commerce, Alford Youth Center, Jobs for Maine Graduates, the Central Maine Growth Council, and Junior Achievement to provide 100% of L.E.A.P. students and 15 - 20% of LHS students workforce exposure, career workshops, financial literacy training, and internship/apprenticeship opportunities.
- 2023/24 SY – LHS will increase the number of students with above listed opportunities at LHS to 50-60% and by the 2024/25 SY to 80-100%.
- Pilot Year – Develop a clear pathway for students to fully understand the variety of pathways that Kennebec Valley Community College offers for students that can begin in high school.

Disciplinary Policy Practices

- Pilot Year – L.E.A.P. staff/students will be trained in and will utilize trauma-informed restorative practices as the disciplinary model for the program. The Academic Dean of Students will monitor practices and report to LHS faculty/staff.
- Pilot Year – LHS Principal and Assistant Principal will review LHS disciplinary policy to determine if policies are aligned with trauma-informed and restorative practices.
- 2023/24 SY – LHS will outline a Restorative Practices pilot.

B. Describe your plan for collecting and reviewing data to assess your innovation outcomes.

Potential data to collect includes qualitative and quantitative data (e.g., surveys, interviews, focus groups, observations, exit tickets, and on-demand assessment(s) that can be considered.

	Data Type	Baseline (B) Interim (I) Summative (S)	Frequency of Data Collection	Person(s) Responsible for

				Collection and Data Quality
1.	Graduation Rates	B, S	Yearly	Sherry Brown, Lori Faulkner, and Dan Bowers
2.	Chronic Absenteeism Rate	B, S	Yearly	Sherry Brown, Lori Faulkner, and Dan Bowers
3.	Daily Attendance Rate	I	Weekly	Deb Poli, Dan Bowers, Sherry Brown
4.	Behavior Referrals/Suspensions	B, I, S	Monthly	Sherry Brown and new Assistant Principal
5.	Credits Earned/Courses Passed	B, I, S	Quarterly	Guidance and Sherry Brown
6.	Student Interviews	I	Semester	L.E.A.P. Staff & Sherry Brown
7.	Parent/Guardian Interviews	I	Semeter	L.E.A.P. Staff & Sherry Brown
8.	Student/Parent Exit Interviews	S	Yearly	L.E.A.P. Staff & Sherry Brown
9.	LHS Teacher Participation	B, I, S	Yearly	Sherry Brown
10.	# of Students with Completed Post-Secondary Plan	B, I, S	Quarterly	Sherry Brown, L.E.A.P. Staff, LHS Staff, and Guidance
11.	Student Engagement (measured by the Student Engagement Instrument)	B, S	Twice a year	Sherry Brown
12.	Career/Workforce Opportunity Surveys	I	After each opportunity	Sherry Brown/L.E.A.P. and LHS Staff

C. Describe how you will **scale and sustain** your innovation, including necessary policy changes, changes in mindsets, capacity-building activities, and **long-term financial sustainability**.

Consider the systems changes that this innovation will require and promote.

Ultimately, we intend for the innovative educational practices used in both L.E.A.P. and the LHS CFPBL Program to be utilized in all LHS classes. To do this, we have created a plan to incrementally scale the programs in a number of ways.

First, students and faculty of both L.E.A.P. and the CFPBL Program will be required to present findings, successes, and challenges to various stakeholders at the conclusion of each project. These stakeholders include LHS faculty/staff, the School Board, community partners, higher education partners, and other entities. In many ways, we view this as a “train-the-trainer” model. Those who take part in the projects will be able to teach other groups how such projects may be structured and implemented thereby increasing the desire and knowledge on how to include more CFPBL in courses throughout LHS. This will be a mindset change for many teachers, so we plan to support their learning with targeted professional development working with organizations such as Rural Aspirations, Thomas College, and Colby College.

We also recognize that we must develop a revenue stream for the CFPBL Program and for the similar projects in L.E.A.P. As mentioned earlier, our community is rich with expertise and resources. Throughout this pilot year, we will work to leverage community and higher education resources, and will also investigate other grant opportunities and the possibility of creating a foundation that will work as a funding stream for our programs. Our goal is to secure continual funding for L.E.A.P. projects as well as for at least six LHS teachers with three projects during the 2023/24 school year, and ten LHS teachers with six projects during the 2024/25 school year.

We envision that two other larger systems changes will occur as the result of our innovation. The first is the shift from a punitive disciplinary policy to that of a restorative practices policy. During our pilot year, L.E.A.P. will be the only program that will utilize restorative practices as a primary disciplinary philosophy. To scale that philosophy, the Assistant Principal along with the Academic Dean and other restorative practices trained staff will create a plan to implement restorative practices at LHS during the 2023/24 school year. The other change is a more targeted focus on post-secondary planning for students. During our first year, all L.E.A.P. seniors will create a specific workforce, military, and/or college plan. At the same time, the Academic Dean will work with LHS Guidance to create a similar plan for graduating seniors. A protocol will also be developed to involve 9th, 10th, and 11th grade students in such planning to be instituted during the 2023/24 school year.

Finally, the Ed Tech III position for L.E.A.P. will be included in the MSAD49 budget for the 2023/24 school year.

- D. Describe the feasibility review you engaged in during the development of your innovative pilot plan, including which aspects of the plan for the pilot were reviewed, which stakeholders were engaged, feedback received and revisions made to the plan as a result of the feedback.

As shown in Section 2, we have engaged a multitude of stakeholders in the design of this program. Below we discuss some of the changes we have made to our original structure through these meetings.

When discussing the L.E.A.P. program with the MSAD 49 School Board, board members were wholeheartedly supportive but had a few suggestions. Primarily, they wanted to see similar programming implemented in LHS as a whole. This suggestion is addressed further below. Another board member wanted to be sure that we considered our most vulnerable and at-risk students for our program and to guarantee that our application process was not too daunting for these students. To address this concern, we set up individual meetings with at-risk students to go over the application and to help them to complete it if they were interested in participating. We also expanded the Parent/Guardian section of the application to include an “Adult Advocate” and made that section optional. Finally, board members wanted us to expand the grade levels of who we would accept in the program. We originally only wanted to focus on incoming 11th and 12th graders; but after the suggestion, we expanded to incoming 10th graders as well.

One of our goals for this innovation is for the entire student population at LHS to benefit from CFPBL. In the early stages of planning for our pilot, we suggested that RREV funding could provide funding for release time and resources for LHS teachers to plan and complete their own pilot projects with L.E.A.P. students. When bringing that idea to various faculty members, they expressed that this would not be feasible. First, teachers are already overwhelmed with work for their own courses and saw this as something being added to their already overflowing plates. Next, they felt that this would be detrimental to their own students as they would be losing time with them. After redesigning, we decided to scale down our original idea. Instead of LHS teachers working with L.E.A.P. students, we decided to have teachers form teams and work within the classes that they will already be teaching. For our initial pilot year, we also thought that two teams of teachers would be a more feasible number. In the Spring of 2022 we began informal conversations with some of our more innovative faculty members about the possibility of the pilot, and over the summer of 2022 we sent a more formalized email invitation to all faculty to see if there are others who may be interested in learning more about the pilot. We already have a few faculty members interested in participating.

The two teachers who will take part in L.E.A.P. also expressed confusion as to how we could individually move students with diverse needs through the program. To address this we created a spreadsheet where we took five of the students who had applied and placed all of their graduation requirements, their completed credits, and their possible courses for Credit Recovery on said spreadsheet. We then looked at which common courses most students were missing to consider projects based on those courses. Through a combination of projects, group and individual courses, credit recovery, and work credit, we found that our idea was feasible and that students would successfully cover all of the required standards for graduation in our program. One of the L.E.A.P. teachers also created a sample schedule, which she then presented to the other teacher for feedback. In addition, we have enlisted the expertise of the Rural Aspirations Project. L.E.A.P. staff will attend summer professional development with Rural Aspirations to specifically develop

curriculum, a daily and weekly schedule, and a student handbook. Rural Aspirations has also agreed to provide a number of flexible pathways' templates and materials for teachers to use with students.

Something that surprised us in our interviews was that the institutional nature of our physical building was of concern to students. One student, in particular, mentioned we should have "better facilities to make the rooms less boring." We determined that a redesign of the L.E.A.P. classroom space will be a wonderful orientation pilot project to begin the year. Students will research what elements go into making environments conducive to learning and creativity and then design the L.E.A.P. classroom space. We will utilize student voice in the choice of furniture, floor plan, and inspirational wall design. We will then have students present the process and results to LHS staff to give them ideas on rethinking their own classroom spaces.

Section 4: Identify Key Expenses

- A. Identify the key expenses associated with the preparation, implementation, and ongoing refinement of your pilot.

Expenses could include staff time, materials, professional development activities, facilities, and other related expenses. This section does not need to include specific costs, but rather list out the different costs that should be considered to implement the innovation.

The staff development time for this innovation is extensive. Teachers and administrators will need to be trained in restorative practices, design thinking, and project-based learning. Through partnerships with Rural Aspirations, the Restorative Justice Institute of Maine, and Thomas College. We believe these trainings will cost approximately \$5,000.

Staff will also require plan/release time and compensation for both L.E.A.P. and the CFPBL Program. We envision this to cost \$5,000.

As L.E.A.P. is a new program, a number of expenses will need to go to converting the current classroom space into a multifunctional homebase for the program. We envision the bulk of our spending to be related to this. Currently, the space where we will house the program is a science lab and attached classroom. To be successful in the program, students will require flexible seating and a variety of appliances, technology, and materials in order to be successful. Costs will include furniture, appliances, technology, and other materials. We have budgeted \$95,000 for these expenses.

L.E.A.P. students and staff will also need materials to support their CFPBL and programming. Such costs could include travel, student training, and project materials. As this will be a bulk of L.E.A.P. programming we have budgeted \$10,000 for these materials.

To encourage innovative education, we also plan to include a number of technological advances to be utilized by both L.E.A.P. and LHS students. This includes a virtual reality lab and 3D printer. We have budgeted \$20,000 for this part of the project.

Transportation is also a tremendous issue for our district. To give flexibility and the opportunity for program teachers to take students off-site for field trips, project work, and college/career exploration we plan to purchase a 15 passenger van with ADA compliant seating. This should cost around \$50,000.

The CFPBL Program will need money to support the community-focused projects that staff/students identify. Such costs could include travel, training, and project materials. We plan to allow for each team to have access to \$7,500 for a total of \$15,000.

Finally, while MSAD 49 has budgeted two teachers for the L.E.A.P. program, the intensive one-on-one nature of the program will require an Ed Tech III position. We have budgeted \$50,000 for this position.