RREV's Innovative Pilot

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.

RSU 22 - Hampden Academy serving students from Hampden, Winterport, Newburgh, Frankfort and tuition students

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.

Statement of Problem:

A successful institution in the 21st century must be both firmly anchored and flexible: anchored to bolster the integrity of its core beliefs and flexible in order to acclimate, re-imagine, and innovate to meet the fluid needs of the community it serves. Public schools do not serve a static society; they serve a constantly changing world. To serve all learners, schools must have clearly articulated and inclusive goals and appropriately revise their practices in order to be living and evolving institutions. RSU 22 is anchored by its strategic plan while Hampden Academy is driven by its mission to "challenge all students" to achieve individual excellence.

The problem our innovation addresses is that Hampden Academy needs a pathway for its disengaged learners. Our innovation is the creation of a flexible program at Hampden Academy which does reach and challenge **all students.**

Evidence that Supports the Innovation:

While most learners have experienced stress as a result of the impact of the pandemic upon our world and upon their educations in particular, our data suggests that there is a spectrum among students in ability to adapt to and thrive in remote or hybrid learning. Evidence suggests that many progressed in remote learning and would benefit from the availability of this option. Certainly, schools have always faced the challenge of reluctant students, and both the pandemic and current social/mental health challenges have exacerbated problems of disconnection. In short, we have lost many students for a number of reasons, and many students' particular needs are not met in the traditional Hampden Academy academic program.

While Hampden Academy's core values remain the same, including strong learning habits, collaborative skills, and complex reasoning as 21st Century learning expectations, our experience and

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data has indicated that the disconnected learner we would like to re-engage benefits from a program that:

- Allows students voice and choice
- Offers digital and in person individualized instruction
- Is differentiated in pace, depth, breadth, and level of independence based on individual learner
- Includes the peer social interaction and community connection necessary for healthy adolescent development
- Offers a strong adult case manager to address both individual progress and social/emotional needs
- Fosters development of skills in independence and autonomy
- Offers integration with current online learning opportunities
- QOffers integration with college courses
- Is supported by students, parents, teachers, and the community
- Is in alignment with SPED or 504 directives

Innovation:

Hampden Academy's Corral is an individualized learning platform that will create a pathway for success for a small group of learners and will:

- Be grounded in the mission, values, and expectations of Hampden Academy
- Be connected to a local alliance/collaborative
- Be flexible in delivery of instruction to meet the needs of divergent learners
- Require time and coordination
- Be dependent on the buy-in of stakeholders
- Demand individualized scheduling
- Be planned with adherence to legal guidelines
- Address the necessary technology needs
- Focus on sustainability
- Teach us about how to do our best by all 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 Els, 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.

Student Profile

The students who would benefit most– as well as the students most likely to be successful in the Corral program –reflect a range of needs and strengths. Our research, however, gathered from both

interviews and surveys indicate some common characteristics. (Note: DATA P, S, and T indicate interview results with parents, students, and teachers)

The students who are most vulnerable to failure without intervention and innovation may:
- Have struggled in the past
    - (DATA P) All parents talked about the lack of skills around time management - we would focus on executive functioning skills in the Corral
    - Surveys indicated that:
        - Students struggled with time management to complete work. (5,6)Median; (5.49, 5.37) Mean
        - Students struggled with mastery of skills and concepts. (6,5) Median; (5.28, 5.38) Mean
        - Remote classes limited the variety of learning activities typically used in the in-person classroom. (7,7) Median; (6.07, 5.94) Mean

- Have struggled in feeling a part of the school community
    - DATA (T)A parent spoke about how the model was successful for students who have anxiety about school and feel judged by their peers.
    - (DATA P)All parents expressed that students appreciated the reduction in anxiety -there was no worrying about what to wear and how they looked (we want a balancebetween independence and flexibility)
    - (DATA P) The parent group suggested the need for personal interaction

- Suffer from anxiety/depression
    - (DATA P) All parents spoke of the lack of social interactions and that became a mental health challenge by not being connected

- Be medically fragile
- Struggle with attendance
- Resistant to rules
- In need of skills in job market readiness
- Became disconnected from school as a result of remote learning. Surveys indicated that:
    - Working remotely last year was a challenge. (6,6) Median; (5.86, 5.71) Mean
    - Students felt disconnected from the classroom community. (7,6) Median; (5.88, 5.71) Mean
    - Working remotely made it difficult for me to sustain relationships within the building such as teacher/teacher, teacher/student, student/student, parent/ teacher. (7,7) Median; (5.97, 5.67) Mean

- Struggle with return to school after remote learning
- Benefit from face to face interactions, group activities, community service, working together
- Benefit from being taught executive functioning, study, and time management skills

The students who would most benefit from this innovation are those who are already have these qualities or are open to development in these areas:

- Self-directed
    - DATA (P) One parent stated that students were able to balance their lives - school work, work and time with friends
    - (DATA P)Pacing was a great benefit for students and allowed for flexibility

- Independence
    - (DATA P) Students liked having autonomy but acknowledged that they had a hard time completing work on own

- Benefit from a collaborative and close relationship with an adult
    - (DATA T): Although remote learning was challenging, a teacher felt that working with students five days per week (not hybrid) allowed her to build better relationships and delve into deeper content. She was able to work with students 1:1 to support both their academic and social emotional needs. She met weekly with the district's instructional coach and curriculum director. The many opportunities for collaboration were welcomed and appreciated.

- Like a variety of learning experiences/platforms
    - (DATA T) Learning and utilizing various technology resources help to engage the students. Specifically the teacher mentioned Edpuzzle, jamboards, flipped videos, padlets, and kahoot.
- Love learning or open to trying
    - (DATA P) Students stated (via the parents) the need for clear direct instruction.

- Were successful in remote learning/ would like to improve on remote learning experience
    - (DATA T): The teachers interviewed all said that the remote learning opportunities worked well with some students. They mentioned the key to success was to match the right concepts/materials to the right students and their schedules.
    - (DATA S) The learners said that this was successful in the past and will work in the future.
    - (DATA S)Students reported ability to manage their schedule
        - Success in working at their own pace
        - Student reports developing independence
        - Able to tap into other online learning opportunities
        - Independent learning for individual students who self pace, have an introduction and then move into the work rather than following at a whole class pace
- Inner strength
- Independence
- Looking for the right opportunity
- Self-advocate

- Motivated
- Goal oriented
- Strong willed
- Purposeful

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.

How the innovation will meet the needs, changes in policy, practice or structures:
The innovation will meet the needs of the student population because while the program is flexible in providing individual learning plans, it will deliver what all students need and hasn't been fully accessible: a personalized learning program with both in-person and digital options which offers both one-on-one support and community inclusion.

How you plan to achieve your goals:
Planning and building the program will also be strengthened by collaboration with other area schools. This model will include access to staff solely dedicated to this pathway and provide a case study model of social-emotional-educational support for students. As each school builds its program, the collaborative will benefit from shared experience and possibly shared staff.

Much of the thought and planning is in process to achieve our goals. In this, as in all steps of the program, the focus must be on the anchor of goals and beliefs and the flexibility of how services are delivered to meet that goal. Essential is ongoing data gathering. The program would benefit from continual data collection about best practice in similar programs as well as gathering data on the needs of the population it will serve. We must also stay current on research and professional experience concerning responding to the particularity of student socioemotional, mental health, and academic needs that have been amplified by the pandemic.

The next steps will be soliciting community, parental, and teacher knowledge and support of the program. The program demands a teacher/leader with a strong and varied skill set to direct and manage the program. A timely search and hiring may allow that person to contribute to the planning process. As the Corral is composed of many moving parts, beginning the work of assembling the mechanism now will assure it is ready for launch for the new school year.

Changes in policy, practice or structures:
Part of the strength of the Corral is that it does not change the core experience and goals of Hampden Academy: Students are challenged to learn, work, engage, and think as members of a community so

that they may open their possibilities for post-graduation. What must change, however, is the voice students have in the design of their individualized educational plan. What works best for students may involve changes in policy, practice, and structures as the program evolves.

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

- *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.	Describe the Program	Focus our goals Share with Stakeholders	P	Winter 2022	All
2.	Write Job Description	Advertise for the right fit	P	Winter 2022	All
3.	Student Profile	Strict recruitment	P	Winter 2022	All
4.	Student Application	Narrowing down students for the Corral	P	Winter 2022	All
5.	Hire Case Manager	Education and direction for the program	P	Winter 2022	Admin
6.	Choosing Learning Platforms	Creating a back of online resources for curriculum	P	Spring 2022	Teacher/Curr. Coord.
7.	Identify and purchase technology equipment	Seamless technology integration	P	Spring 2022	Teacher/Admin
8.	Identify synchronous activities	Activities beyond the courses to build the group	P	Spring and Summer 2022	Teacher
9.	Deciding what professional development is needed	Create shared and community based resources	P	Ongoing	Teacher/Curr. Coord.

10.	Identify Opportunities Team and Community Building	Building the Corral Cohort	P	Ongoing	Teacher
11.	Seek Community Partners to support the program	Creating relevant learning opportunities	P/I	Ongoing	All
12.	Create an evaluation plan	Check in towards goals	P/I	Summer 2022	All
13.	Survey students, teachers and parents	Check and adjust	I	Winter 2021	Teacher/Admin.
14.	Ensure there is time for ongoing collaboration and discussion	Check and adjust, share resources, calibrate	I	Ongoing	All
15.	Sustainability when the grant money runs out	Maintain success	P/I	Ongoing	Admin./Curr. Coord.
16.	Interview students, parents and teachers	Feedback circles for refinement	P	Winter-Spring 2022	All
17.	Get together with partner districts to make agreements as a collaborative	Calibrate planning	P	Ongoing	All
18.	Timeline for Implementation	Steady implementation, no gaps	P	Winter-Spring 2022	All
19.	Schedule for collaboration	Maintain ability to calibrate	P/I	Fall 2022	Teacher/Curr. Coord.
20.	Communication with each district's Alternative Education program	Similar model set up, with different student profile. Plan for supports	P	Ongoing	Teacher
21.	Community Centers - accessed by students from various districts	Shared events, connections to community	I	Ongoing	Teacher

22.	SEL - pre and post survey/scale	Check and adjust: stay connected.	I	School year 2022-23	Teacher

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).

The Corral has the potential to achieve a wide range of goals on many levels. The primary focus of its goals are on reaching individual students and engaging them in school and seeing its connection to their futures, but the program also has the potential to enrich the school and the community.

Short Term outcomes:
- Students and parents feel as if the school recognizes and values them as individuals
- Students feel empowered to re-engage in education
- Students develop the intrapersonal communication skills necessary to plan a pathway toward their goals
- Students can articulate their goals and break down the steps necessary to achieve them
- Students acquire and practice skills in time management
- Students are pro-active partners in maintaining their physical and emotional health and well being
- Students have a safe and supportive environment
- Students can express their learning in a variety of ways
- Students can problem solve and recover from setbacks
- Students will have a relationship with a supportive adult
- Students will develop skills in self-directed learning, communication, collaboration, critical thinking, and problem solving

Long Term Outcomes:
- Successful practices from the Corral are introduced and practiced in the regular program
- School reexamines practices based on Corral experience
- Teachers develop skills in effective remote learning
- Teachers acquire skills in learning platforms
- Students acquire skills in self-management
- Students are successful in acquiring credits
- Students value and connect to community

- Student growth in socioemotional learning and capacities (possible pre and post measurement)
- Collaborative programming development increases shared services and growth
- May revisit graduation requirements
- Graduation rates
- Successful pathways for students
- Development of experiential learning (Capstone? Community Service, etc.)
- Deepening of community involvement in schools

A. Describe your plan for collecting and reviewing data to assess your innovation outcomes. **Fermi estimating impact game plan.**

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) **System map** Interim (I) Summative (S)	Frequency of Data Collection	Person(s) Responsible for Collection and Data Quality
1.	Student Enrollment	B/I/S	Quarterly	Admin
2.	Students engaging in experiences across collaborative districts	I/S	Quarterly	Teacher/Curric. Coord.
3.	Attendance	I/S	Quarterly	Teacher/Admin
4.	Course Completion (Credits)	S	Semesterly	Teacher/Admin
5.	Shared Professional Development Opportunities	I/S	Quarterly	Teacher/Curr. Coord.
6.	Setting and Keeping Collaborative Meetings	B/I/S	Quarterly	All
7.	Student level data	I/S	Quarterly	Teacher/Admin
8.	Capturing the experience through qualitative data	I/S	Semesterly/Annually	Teacher/Admin
9.	Social Emotional Data (???) PEAR Assessment ($10/student) Clover model	I/S	Semesterly/Annually	All

	https://www.pearinc.org/			
10.	Consulting special ed services, social work, etc - we will each need to do this	B/I	Quarterly	Teacher/Admin
11.	Narrative stories of pursuing goals – student interviews	I/S	Semesterly/Annually	Teacher/Admin

B. 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.

While we will be constantly measuring, evaluating, modifying, and improving the Corral program, our goal is to launch the program as fully realized and constructed as possible from the start. Certainly, the program may grow and evolve but it benefits us to begin as closely as possible to how we want the program to look and function. The Corral—with its individual and a community-based focus— will begin with 15 students and one teacher, supported by the administration.

In terms of **scalability** perhaps this program might serve as "a thin edge of the wedge" in terms of piloting approaches that may result in systemic educational change. The Corral could eventually be opened up to more students as the program grows as well as become a place to experiment with and develop strategies for schoolwide success.

Putting the program in place will necessitate changes in **mindset.** In approaching the board, the community and other stakeholders, the focus needs to be not on the failure of the system to address all learners, but instead the school's awareness of the sea change in its learners and the necessity of creating programs which respond to that change.

Likewise, the school will need to adapt to the changing needs of our students- perhaps even those for which our plan had not considered- perhaps even from student input. The Corral will be a new pathway for the school and its teachers and learners and this will impact delivery of instruction, assessment, communication and existing policy. The Corral will truly be student centered in theory and practice, especially through student use of self-assessment, reflection, interest, voice, and choice to help drive learning experiences.

Other aspects of mindset/policy that may look different:
- Communication (student to teacher relationships, school and family relationships, student to student relationships)
- Attendance practices
- Program assessment (shared model with the teacher and administration, students and parents)
- Graduation policy change to support individual pathways (parameters with flexibility)

- Partnership with Adult Education for learning experiences
- Tracking the time/learning experience (reciprocal with in school learning opportunities)

Some of the capacity building activities possible in creation of the program are:
- Looking at starting earlier in the middle school
- Building a number of community partnerships for internships and job shadowing (build the relationship for mutual support).
- Students find the relevance for their work in high school to have access to these employment opportunities
- Advantage for businesses to encourage students to be a part of their community.
- Possible partnership with bus companies etc. to provide transportation to events, community opportunities.
- Overall, the program will be a benefit for the community and its growth.

Long-Term Financial Sustainability will be dependent upon a number of factors. It is also true that not running the program would result in considerable loss for our students given the impact on students' personal growth and success as well as on graduation rates and Hampden Academy's mission to reach all students. While we are beginning this program as part of an informal collaborative, perhaps growth will strengthen the organization and its range of opportunities for students as well as creation of a collaborative director's position.

Sustainability is also dependent upon frequent, fearless, and multi-level assessment of the program's efficacy. We will need to avail ourselves of valid measurements in a number of areas. Some of the factors to be measured are:
- Does the Corral meet student needs not yet addressed by current programs?
- Measurement of student readiness/success:
    - Student, parent, community surveys
    - Grades, standards, diploma.
    - Pear measurement- SEL
    - Belonging survey (Shorter and more specific for this group)
    - Reflection form post experience (internships, job shadows, community opportunities)
    - Personal goals (student role, program's role)
    - Self Actualization (Student ownership and development; knowing strengths and weakness; voice)
    - Measuring career readiness (JMG/Early College)
- Sustainability in long term planning by showing success in the program for our students.
- Consideration of the potential to expand into the middle school to catch and support students earlier.

Long Term Financial Sustainability is also dependent on a simple notion: Keep the promises we make. If this program serves the needs of its community in the way that we hope, that community is likely to join us in our celebration of success and our continued work and growth.

C. 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.

Feasibility Review

We interviewed select parents, students, and teachers about last year's experiences with remote learning as a way of gathering insight to apply to the construction of the Corral. Additionally, all parents, teachers, and students involved in remote learning in 2020-21 were surveyed. This data informed our feasibility study and much of this research is captured in Section 1B.

In our feasibility review, we examined four factors: **school board/taxpayer/administrative support, projected student profile, technology, and organization.**

Certainly, the Corral must have **support from the school board, taxpayers, and school administration** as funding is essential and within the purview and interest of these groups. That the Corral is in alliance with the District Strategic Plan and Hampden Academy's mission improves the potential of support from these groups. A public presentation to the School Board would allow the opportunity to garner program support. Feedback from the groups, especially the Education Committee, would direct us in further developing the program so that it has the support and voice of these stakeholders.

Key to the success of this program is our understanding of the **range of students we hope to serve.** Clarity of criteria for this diverse body of students will assure necessary planning. This process would begin with reviewing last year's data that addresses students not attending or succeeding who seem to fit the student profile. Surveys and interviews done with students, teachers and parents have also provided solid information. Once the profile has been formally established, we will recruit students, and solicit nominations from teachers, administrators, and parents. Interviews with potential students will assure the right fit and the correct scope of the program. Regular check-ins once the program has begun will assure the appropriate match of student and program. What we learn will determine how we best support the student as well as reevaluate our student profile as necessary.

Technology will be an integral part of the success of the program and we need to anticipate and plan for problems that may arise as well as make sure that both students and coordinator have the required technological proficiency. Technology must be a benefit rather than a barrier. We will consult with our district Technology Director for advice, planning, troubleshooting, and device purchases. Once we have selected our students, we will need to ascertain how tech savvy they are and ensure that we match the right devices based on the needs of the students. The teacher/coordinator will need to be trained and have familiarity with the various platforms used across the multi-district collaborative. Hopefully, of the eight or so available platforms, we guarantee students' choice to select the program

that will best meet their needs. We will guarantee that 100% of the students have reliable wifi access. Ideally, 95% of the time we will be successful in troubleshooting technology issues.

In addition, the coordinator will need to:

- Research programs prior to purchasing any new platforms and to gain understanding of what is currently available
- Reach out to the collaborative to learn and gain information about the various platforms
- Learn the various programs/platforms
- Plan for students - help to gauge possible glitches or problems that could affect student independence
- Be nimble in our responses to students' needs
- Anticipate problems that we may run into and develop a plan to address any concerns

The **organization (including resources, policies, and sustainability)** of the Corral program is complex and imperative for success.

The primary **resource** will be the Coordinator who will need to possess an eclectic and particular skill set including: organization, communication, collaboration, relationship building, empathy, and knowledge of best practice in education. Because the Coordinator is such a pivotal position, planning must involve support and back-up systems. Additional resources, especially those within the community, will be sought and incorporated into the program.

As with any innovation, **policy** must be developed, approved, and established to facilitate proper functioning. The Corral is dependent upon shared responsibility and investment of students, teachers, and coordinator and because it is a new program, its guidelines and procedures must be clearly established. At the same time, a new program benefits from some degree of flexibility to adapt as circumstances arise. But to begin with, the program must have a student handbook and student contract. In the development of each, alignment with the collaborative is recommended, as students may be accessing services in other schools. Likewise, teacher contacts need clarifying language for the same cross-collaborative purposes. An attendance policy will be developed appropriate to the program. Policies around communication are especially important, including administrative support and ongoing program assessment and development; communication with parents and students; communication with supports such as SPED and Guidance; and communication within the collaborative.

Sustainability is a major concern for any new program and especially for the Corral as its major purpose is to reach and engage students who have felt for a number of reasons that the high school education offered by RSU 22 does not meet their needs or support their individuality and potential growth. In order for the program to continue, careful planning, frequent assessment, and communication of successes are all pivotal in creating strong support for the program among its stakeholders. In short, if it is working, stakeholders will be compelled to find ways to sustain it. The coordinator and others involved will also benefit from regular PLC's with the cooperative as well as seek training, coursework, or experience to develop their skills and expand the program.

In all three of these organizational areas, we will seek support and advice from the Brewer School Dept. and other schools who have crafted similar programs. We may also want to get input from our Alternative Ed. Program as we have shared goals and student profiles.

What we imagine will result when we first begin creating something is rarely exactly the same as its end product. As we build the Corral, we will shape, expand, and fine tune our ideas. This is a considerable – but imperative –- undertaking, as public education in 2022 faces students who need us more than ever before to respond to their complex and diverse needs.

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.

Category	Code	Amount
1000	1010 (Teacher Salary)	$35,071.92
1000	1560 (Coordinator Stipend) Consulting Services (Social Worker/Counselor Services)	$5,248.39
1000	(Benefits) 5200	Single Health 10,966.82 Workers Comp 133.27 Unemployment 48.00
2200	3300 (Employee Training and Development)	$1,500 ($3,000 Split by RREV & RSU 22 Federal Grant: Title IIA)
1000	4430 Wifi service/subscription	$8,100.- 15 Wifi access (12 months) Verizon $1,200 Cellular Data Monthly Fee
1000?	Program Evaluation (share with other collaborators in the project)	3,000.00
4430	Dental	245.60
2200	5350 (Online subscriptions - courses) software	HA Budget absorbs much of this cost. $5000
1000	6100 (Instructional Supplies)	$2500

1000	7341 (Tech hardware)	$1,200.- 15 Hot Spots (80 each from Verizon) $750- District Cell Phone
7360	Enrichment experiences and community building (Field Trips)	$10,000
7360	Transportation (Enrichment, Job Shadowing & Field Experiences)	$10,000
	Miscellaneous (Marketing and Team Building Materials)	$5,000