RREV
Rethinking Responsive Education Ventures
Recognizing the unique
needs of ALL learners.

RREV Academic Innovation Sustainability Template

This template provides an outline of the components required of a RREV Innovative Pilot Sustainability Plan. The information in this template will serve as the basis for requests for schools/districts to proceed with an individually designed RREV Pilot Sustainability Plan.

Section 1: Define the Primary Sustainability Need

Sustainability for your pilot innovation can be described in three different levels of impact which we will define below.

Maintain – Least amount of contextual change. You are basically working with the same group of students and teachers to solidify the potential impact of your pilot and gather enough data to consider the pilot's potential in new contexts.

Spread – Innovation or reform implemented in greater numbers of **similar grade level classrooms** and includes the activities, structures, materials, and underlying beliefs, norms, and pedagogical principles associated with the change strategy. –Coburn, 2003

Scale - Innovation or reform is implemented in greater numbers of **diverse grade level classrooms and schools** and includes the activities, structures, materials, and underlying beliefs, norms, and pedagogical principles associated with the change strategy.

A. In the table below, select the level of impact and describe the pilot-identified student needs / problems that your plan will continue to address for both the 2023/2024 school year and for the next 3-5 years.

2023 / 2024 School Year
Identify: MAINTAIN / SPREAD / SCALE

Define sustainability need(s):
The Brewer School Department's Nu Program is dedicated to re-engaging students within the public school system who have experienced disengagement or challenges with traditional learning environments. The abrupt transition to remote learning during the pandemic presented both students and faculty with an unfamiliar virtual landscape, resulting in varying levels of success. While some students thrived in this new paradigm, many struggled, leading to a significant number of students either opting for homeschooling or becoming disengaged from public schools upon their return to in-person instruction. Many of these students still had health concerns returning to school full time and many students had anxiety issues in attending school full time. The Nu Program was established to provide a supportive and tailored educational experience for these "lost" students. Since its inception, the program has experienced remarkable growth, reflecting the demand for its services. However, the current limitations of staffing and physical space have reached a point where they can no longer accommodate the increasing number of students seeking to enroll in the program.

3-5 year plan
Identify: MAINTAIN / SPREAD / SCALE

Define sustainability need(s):
Over the course of the next three to five years, our ambitious goal is to establish a comprehensive regional center dedicated to providing alternative programming for middle to high school students. This center aims to cater to the diverse needs of students who prefer a remote learning option, as well as those seeking a hybrid model that combines online instruction with smaller, more interactive classes tailored to their individual requirements. Our primary focus will be on delivering a robust

academic curriculum aligned with traditional standards, while also integrating career exploration opportunities. Furthermore, recognizing the significance of social and emotional development in students' overall success, our programming will incorporate a dedicated curriculum in this area.

B. Identify which additional students would be impacted, targeted, or supported as a result of your sustainability plan.

Review and describe the evidence (quantitative and qualitative data and research) that demonstrates the impact your pilot had on the original student populations and describe how this data informs your choice to Maintain / Spread / Scale.

Use data that will provide evidence your innovation supports the target student population. This may 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.

The Brewer School Department's Nu Program is specifically designed to re-engage students who are at high risk of dropping out or disengaging from their academic journey, thus jeopardizing their prospects for future success. Nu serves as a vital alternative pathway for some of the most vulnerable students in our community. By expanding the reach of this program to a regional level, we will be able to offer an increased number of customized alternative pathways that effectively address the unique needs of each student.

At the start of the 2021-2022 school year, the Nu program was established to work with middle school students. The programming was designed to provide remote instruction with a day of students still attending in person to assure social interaction. However, even though students returned to school full time, the pandemic was still impacting attendance. Many students that enrolled in the Nu program, had health issues and anxiety issues that would prevent them from coming to school. The need for a remote program was not only at the middle school level but also for the high school level. Therefore, Nu was expanded to meet the needs in grades 6-12.

Our greatest growth in enrollment was from the high school with student numbers expanding from 13 students to 23 students. During the fall of 2022, the Nu Program enrolled 27 students, a number that steadily grew to 42 in subsequent months. As of now, we have a waiting list with four students eagerly anticipating enrollment in the program for the upcoming fall of 2023. Among the current cohort of 42 students, an impressive 71% have maintained a passing average and are on track to complete their academic requirements within the expected timeframe, with 13 of them even completing their academic year ahead of schedule. Within this group, we have 11 seniors, of whom 82% are projected to graduate alongside their classmates in the 2023 academic year.

However, due to limited staffing and inadequate space, the middle school program is unable to offer a comprehensive range of in-person activities essential to meeting the diverse needs of its students. Consequently, the programming options available within the middle school program have been severely impacted, highlighting the urgent need for additional resources to sustain and enhance its effectiveness. To provide the level of customized programming that Nu is renowned for, the Brewer School Department will need to recruit more specialists and secure suitable space to accommodate the growing demand for the middle school program.

Section 2: Data Informed Sustainability

A. Provide the Logic Model your school used to implement your Pilot

Resources	Strategies and Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes	Impact
RREV program $$ RREV coach Remote Learning Specialist APEX Learning Platform District and school staff, including guidance counselors and Director of Instruction and Technology District facilities Community partners	Update district graduation requirements to include pathways for remote learning Collaborate with guidance counselors to identify students likely to thrive in virtual learning Outreach to parents and students identified as likely to succeed with virtual learning, Hire a Remote Learning Specialist RLS supports students to develop, and progress through, an individualized pathway Students participate in field trips, service projects, and job-shadowing opportunities Students participate in school-based activities, including some in-person courses and extracurricular activities.	District graduation requirement policy updated At least 16 students enrolled, including at least 6 tuition-paying students Full-time RLS hired Individualized student academic plans developed. Students participate in monthly activities Students complete online and virtual coursework on schedule. Students participate in school-based activities	Families in the area have more schooling options Brewer staff improve their capacity to support students learning virtually Students have greater opportunities to set their own pace and pathway. Students who choose virtual learning have more opportunities to interact with their peers, teachers, and coaches across the district.	More families in Brewer and surrounding areas, including those who previously homeschooled, enroll in Brewer Schools Brewer staff are better able to recognize when students are likely to succeed in virtual learning. Student attendance improves Students demonstrate academic growth on NWEA MAP assessments and individual course assessments Students' socio-emotional well-being improves Increased graduation rates for Brewer students.	Brewer's school community includes more families with diverse needs and preferences. Brewer staff and leadership embrace innovative approaches to education. Students with diverse learning styles and interests succeed in Brewer Schools.

B. Describe the data you collected about your innovation pilot outcomes that will be used to inform and shape your plan to MAINTAIN / SPREAD / SCALE

The data that was collected to inform the spread of Brewer's virtual option was based on student surveys, parent surveys and conversations with area superintendents.

The anecdotal data presented below along with the growing number of students wanting to enroll in the program, serves as compelling evidence, affirming the indispensable value of the Nu program as a highly sought-after option for districts to embrace. Remarkably, the program's expansion has transpired organically, without the need for extensive advertising efforts, resulting in a tripling of its size. Nu has proven to be an essential and preferred pathway for a distinct segment of families seeking educational alternatives. The feedback received unequivocally indicates that the demand for such a program extends beyond initial expectations, and its growth trajectory remains robust. In light of these findings, Brewer recognizes the significance of further cultivating and expanding the Nu program to meet the increasing needs of families seeking this common and vital educational pathway.

Another piece of data that has informed our process and decision to "spread" has been the conversations amongst other districts in the area. The increasing popularity of the Nu program has led to a significant influx of applications from families residing outside the Brewer community. Recognizing this trend, proactive discussions were initiated with neighboring area superintendents to address the accommodation of these non-resident students within the program. Traditionally, the model adopted by superintendents involves charging state tuition rates and establishing superintendent agreements. However, there have been ongoing deliberations on the establishment of a comprehensive memorandum of agreement (MOU) that would effectively meet the programming needs of both districts in relation to Nu.

To facilitate the expansion of the Nu program and ensure accurate billing and accounting practices align with Maine's policies, it is imperative to establish a formal MOU. This memorandum will serve as a guiding framework, streamlining administrative processes, and enabling accurate financial transactions. By implementing a common MOU that effectively addresses the requirements of both districts, we can ensure seamless program expansion while upholding compliance with state regulations and policies. Funding will support the establishment of this MOU and facilitate the growth of the Nu program while adhering to accurate billing practices in accordance with Maine's guidelines. In conjunction with the ongoing discussions regarding the memorandum of agreement (MOU), superintendents have also explored the possibility of establishing a unified graduation policy. Under this proposed framework, students would be afforded the opportunity to choose between obtaining a diploma from their respective high school of residence or adhering to the common graduation policy implemented by Nu. The Nu graduation policy would integrate the state's minimum requirements along with those of surrounding districts, culminating in a comprehensive graduation pathway. By offering this flexibility, students will have increased agency in tailoring their educational journey towards graduation according to their unique preferences and aspirations.

After the first year of implementation, surveys were sent to both parents of Nu students and Nu students themselves evaluating the academic goals of the program and the structure for students. Here are some of the responses given:

- *He has VERY MUCH enjoyed the flexibility of this program! It has been such a gift to him and to our family.*
- *She is able to learn on her own at her own pace, decreasing her anxiety.*
- *I would recommend this program to parents because it's great to have an alternative education that could benefit our children.*
- *Great for kids who suffer from social anxiety.*
- *It allows students who may not thrive in a classroom all day to explore other options and have the flexibility and individuality needed to thrive academically.*

Here are some of the student comments:

- *My favorite part was that I could go at my own pace in classes.*
- *That I could do school at my own pace and from the comfort of my own home.*
- *My favorite thing is that we can email our questions anytime during the school day and Mr.Moreau responds really quick.*
- *I enjoyed the Nu program because I was able to learn at my own pace. I also finished my assignments early so I had more time to do activities that I enjoy. I also really like that I was able to go to some in-person classes while still having the option to do some online classes.*

With the above data, Brewer School Department seeks continued funding to support the expansion of Nu, creation of MOU's within the region and the implementation of the common graduation policy within the Nu program, empowering students with greater autonomy and customization in their path to successful graduation.

C. List new data that you will need to collect to further inform and shape your plan to MAINTAIN / SPREAD / SCALE

To monitor and track the sustainability of Nu, the Brewer School Department (BSD) will employ a comprehensive data collection approach. Firstly, BSD will continue to gather anecdotal information from students and parents, utilizing their feedback to make necessary modifications and improvements to the program. The input received will serve as a valuable resource for enhancing the programming of the Nu program and ensuring its continued success.

Additionally, Nu specialists will proactively explore additional resources to effectively address the needs of students from other districts. This proactive approach will allow us to continually adapt and provide high-quality education that meets the diverse needs of our expanding student population. BSD will diligently monitor spending and tuition agreements to ensure proper financial coverage and facilitate sustainable expansion. This will involve regular tracking of costs and revenue generation, enabling us to make informed decisions and maintain a financially viable virtual school model.

Moreover, we recognize the importance of tracking graduation rates as a key indicator of the program's impact in the region. By monitoring the number of students successfully completing their education through our virtual school, we can assess the program's effectiveness and its contribution to students' academic achievements.

Additionally, we will diligently track achievement data to ensure students enrolled in the virtual school are progressing successfully and are on track to graduate with the necessary skills for post-secondary education. This will include monitoring academic performance, standardized test scores, and other relevant indicators of student success.

Furthermore, we will gather follow-up data from post-graduates to evaluate their post-secondary experiences and ascertain if they felt adequately prepared for life beyond high school. This valuable feedback will inform our ongoing efforts to refine and enhance the virtual school program, ensuring that students are well-prepared for their future endeavors.

By utilizing these comprehensive data tracking measures, we will have a holistic view of the sustainability and effectiveness of our virtual school program. This data-driven approach will enable us to make informed decisions, continually improve our offerings, and ensure that our students receive a high-quality education that prepares them for their future pursuits.

Section 3: What is the intended impact of your sustainability plan

A. Describe the goals of your sustainability plan.

Consider how your plan will continue to meet the needs of the identified target student population(s) and describe changes in policy, practice, or structures necessary to MAINTAIN / SPREAD / SCALE your innovation.

2023 / 2024 School Year

1. Acquire spacing to "house" our middle school program.
2. Hire more staff to help facilitate the middle school program.
3. Establish a pilot MOU with AOS 47 and Bangor that will meet the needs of both districts and students receiving programming.
4. Work with other districts to develop a plan for a regional program.
5. Advertise in the area the program and how it meets the needs of a certain niche of students.

3 – 5 Year Plan

1. Develop a regional program that will accommodate districts in the Penobscot Region.
2. Offer the MOU model to other districts within PREP.
3. Within the MOU offer varying levels of support models to meet students' needs (Level I: tutoring/intervention services, Level II: modified program of 1-3 courses, Level III: full programming)
4. Re-organize the service center for PREP so that the virtual school becomes a program that is financially supported through the PREP partnership.
5. Continue to support expansion and a model, virtual program that provides a valuable resource for surrounding districts.
6. Influence structural instructional changes where remote and in person students can benefit from a tailored program.

5+ Years

1. Expanding to other regions that do no have a remote option

B. UMaine GANTT Chart

	Summer of 23	Fall of '23	Winter of '24	Spring '24	Summer of '24	Fall of '25	Winter of '25	Spring of '25
Acquire Middle School Space	███							
Hire new staff	███							
MOU with sending districts		███						
Curriculum map that is a flexible pathway to graduation		███	███					
get sustainability grant	███							
Different Diploma Options		███	███					
Collaboration with different districts				███	███			
Reorganize PREP as a service center			███	███				
Create a regional program through PREP						███	███	███
Program of studies	███							

Section 4: Identify Key Expenses and Necessary Resources

A. Describe budget expenditures and necessary resources required to MAINTAIN / SPREAD / SCALE your innovation through June 2024.

Essential Expenditures:
The budget expenditures in order to "spread" the Nu program include allocations for various essential items and services.
$100,000- teacher salaries/stipends
$5,000- curriculum resources and supplies
$22,000- Administrative Salary/Benefits
$1,00- professional growth and development
$2,000- technology supplies
$5,000- field trip and transportation costs
$5000- to support the classroom building space

Necessary Resources:
To ensure the successful expansion of our initiative, acquiring additional grant funding is crucial. This funding will serve as a vital resource to sustain and enhance the program's impact. In addition to securing additional grant funding, it is essential to collaborate with community resources to develop a robust hybrid program at the middle school level. This program will engage students in service learning and co-op programming, providing them with valuable real-world experiences and enhancing their educational journey. Another critical resource needed for expansion is a suitable space that can accommodate the growing population attending our institution. Adequate facilities are essential to provide a conducive learning environment and accommodate the increased number of students. By securing the necessary resources, including grant funding, community partnerships, and suitable facilities, we can ensure the long-term success and growth of our expansion efforts, providing students with valuable opportunities for academic and personal growth.

B. Describe budget expenditures and necessary resources required to MAINTAIN / SPREAD / SCALE your innovation BEYOND June 2024

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.

Essential Expenditures:
The budget expenditures projected beyond 2024 encompass similar essential areas to support the educational needs of the program. A significant portion of the budget,
$450,000, continues to be allocated towards salaries and benefits for four teachers, ensuring the recruitment and retention of highly qualified educators who play a crucial role in student success.
$20,000 has been allocated for curriculum resources and supplies, which is doubled based on the number of students being doubled.
$5,000 has been set for technology supplies, as sending districts will be responsible for providing computers for students. Professional development opportunities, with a budget allocation of
$5,000, remain the same as educators need to stay abreast of the latest educational practices and methodologies. Administrative salary costs, totaling
$125,000, have been increased significantly as one person will need to be hired for coordinating the students and curriculum, and oversee all staff in Nu supporting the smooth functioning of the program. Lastly, field trip costs have been increased to

$10,000 to offer students valuable experiential learning opportunities beyond the classroom. With the increase in students and staff, more money is projected to be needed.

With the project spreading, Brewer School Department will remain the fiscal agent and be responsible for the salary of 2 teachers, their classroom supplies and resources, professional development for 2 teachers, and any field trip expenses.

PREP will be responsible for the salary of an administrator and any additional costs associated with the expansion into other PREP districts. PREP will also be responsible for additional classroom space if needed.

Necessary Resources:
In addition to the resources and budget outlined previously, several other key resources are necessary to support the expansion of our program. One crucial resource is a central location where teachers and administrators can come together to collaborate and work on program development. This central space, whether it is a separate building or office space, will foster effective communication and cooperation among the team, enabling them to streamline programming efforts and share innovative ideas. The acquisition or rental of such a space will provide a dedicated hub for collaborative work and serve as a catalyst for program success.

Another vital resource for our expansion is the support and financial assistance provided by the Penobscot Regional Education Partnership (PREP). As a collective of districts within the partnership, PREP offers valuable resources, expertise, and shared learning opportunities. Collaborating with PREP will not only enhance the sustainability of our program but also provide access to a network of educational professionals and potential funding sources. The financial assistance and ongoing support from PREP will be instrumental in ensuring the continued growth and success of our expanded program.

By securing a central location for collaboration and leveraging the support of the PREP partnership, we will be equipped with the necessary resources to effectively manage and sustain the expansion of our program. These additional resources will foster collaboration, innovation, and financial stability, enabling us to provide high-quality education and support to our students and ensure the long-term success of our program.