

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 implementation 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

Maintain

Define sustainability need(s):

The COVID-19 pandemic left students, parents, and community feeling disconnected from one another. This need reinvigorated the efforts that MIE will take to increase student exposure to cultural teachings related to language, values, and practices. The pilot project also targeted students’ sense of being disconnected from their cultural teachings and ways of knowing.

This year, we plan to continue our focus with all middle school students across the three schools, and we’ll increase students’ involvement in planning programming as well as engaging them in designing how they will reflect upon their experiences and learning throughout the school year.

3-5 year plan

Identify: MAINTAIN / SPREAD / SCALE

Scale

Define sustainability need(s):

All MIE students need the opportunity to learn their culture in a meaningful way. Consistent exposure to learning Wabanaki practices from peers, elders, and community members is a vital component, not only in student learning but also in continuity of Wabanaki culture itself. We learned from student feedback that they are eager to learn about their Wabanaki background. School year 23-24 will develop projects, such as student videos reciting cultural values in the Passamaquoddy language, aimed at sustaining and sharing the teachings that MIE students are learning.

In our efforts to scale in future years to grades Pre-K–5, these projects will be used to sustain peer-based teachings, a change in scheduling to include a daily routine for language and culture programming, and all teachers will engage in creating/utilizing interdisciplinary units of study that center Wabanaki culture and language in all MIE classrooms. The artifacts, place-based learning opportunities, and honoring cultural knowledge will become a part of how we engage learners. This significant shift in planning and instruction will have long-term impacts on our students, their enhanced sense of cultural identity, and a strong foundation for their future.

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.

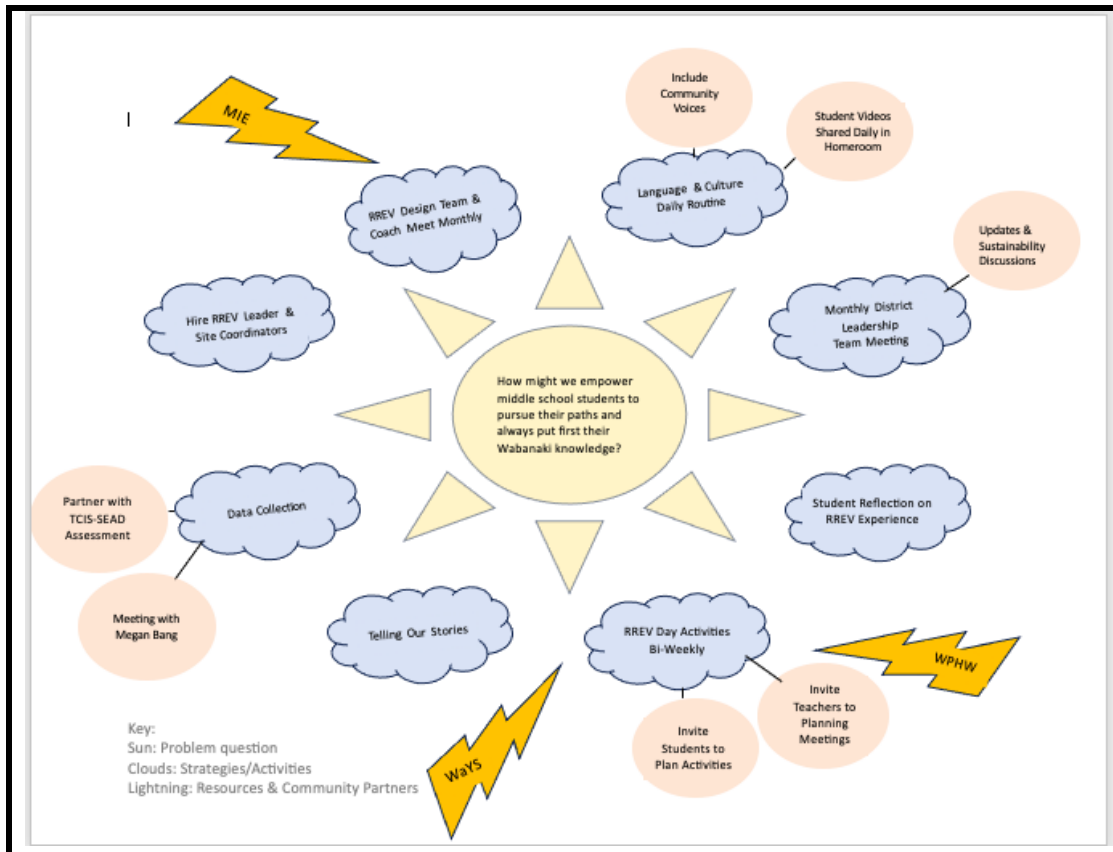
Use data that will provide evidence your innovation supports the target student population. This may include the performance of various groups of students (e.g., students in rural locales, students from low socio-economic conditions, students with disabilities, students who are EIs, students at risk 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.

Our pilot focuses on middle school students, and for 2023-2024, we will focus on maintaining programming. Last year, the project did gather evaluations, reflections, surveys, etc.; however, the focus was on the logistics of the RREV Project activities, the groupings of students, and the supplies, partnerships, relationship building, etc. This year, we're ready to take on a more comprehensive and consistent plan for evaluation and feedback in order to get a more complete picture of the impacts of the program and how it has impacted students' school experience. We're also targeting the involvement of our students, directly into the planning and implementing of the RREV experiences, as well as through their documentation and reflections of their learning.

As we look ahead, during the next 3-5 years, we will scale the project. It will become the framework for how we engage learners. All students (Pre-K through grade 8) will participate in daily language and culture experiences.

Section 2: Data Informed Sustainability

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



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 information gathered in '22-'23 has influenced our focus for this year's programming. We had a limited but meaningful response from teachers at MIE schools.

An example of our "RREV Day Reflections" from teaching staff include:

"I was impressed to see my students...stop and engage in their cultural practices and listen to their elders."

Through surveys and interviews, we learned that teachers supported the students' opportunities to engage in hands-on, culturally relevant programming. Through the same means, students requested opportunities to participate in activities that reflect cultural traditions or those that have provided a means of financial support for many in the community such as tipping and wreath making during the Christmas season. As a result, this year we will work to implement a cohesive model of data collection across all three of our schools. We will also incorporate culturally related means of data collection such as storytelling and talking circles.

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

This year we plan on creating a system of uniformity for our data gathering efforts. While we did gain important insight from some of our students, we want to hear from all students participating in the RREV Project this year. More specifically, we want to understand students' understanding of what it means to be a Wabanaki person. Students need to understand that everyone has different experiences, and there is no one "right" answer. It's important to honor each of their experiences.

There will be an effort to use culturally appropriate means to gather this information. This year we will highlight and honor our different ways of knowing, which includes methods such as:

- Talking circles
- Student pre and post activity surveys
- Student interviews
- Student reflection projects
- Parent surveys
- Teacher surveys
- Documentation around activities/events
- The Holistic Student Assessment

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

A. Describe the goals/milestones 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

Fully develop daily Wabanaki cultural practice

This will be different for each school, with projects ranging from video productions developed by current participating students to a school resource with activities that students have participated in. Additionally, emphasis on daily language integration in classrooms will continue to be an area of focus.

Goals:

- Continue cultural activities-with an upgraded effort to include teaching staff in the planning.
- Create educational learning guides prior to the activities. This will be background information on the activity and some guided or suggested areas of focus that teachers can use in the classroom outside of RREV time.
- Compile a resource of RREV day activities-to include what we did, where, materials needed, who we worked with, etc.

Develop Student Reflection projects

These will also vary and be completely student directed. The RREV team will guide and offer assistance, along with middle school teaching staff, but the majority of the direction will be led by students' perspective on their reflection of what it means to them to be Wabanaki people.

Goals-

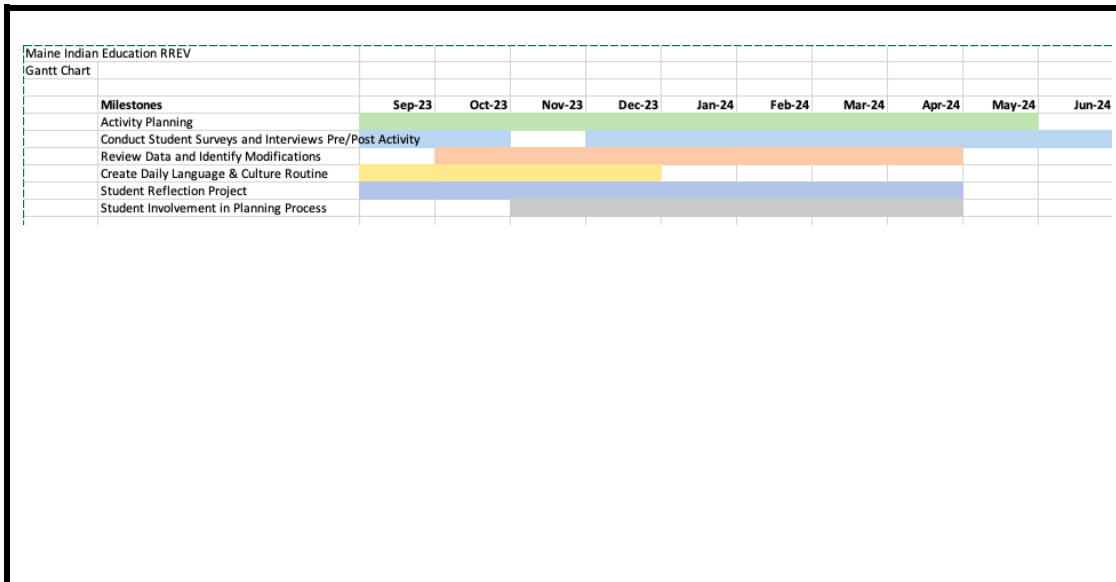
- RREV staff will work with students throughout the year to develop a project to be shared with the community at the end of the school year.

3 – 5 Year Plan

Continue to develop daily Wabanaki cultural practices at the Middle School Level and expand efforts to PreK-5 schools and students

- Center Wabanaki knowledge and experiences across the district
- Expand daily routine to all MIE students, in all three schools.
- Continue partnership with WaYs (Wabanaki Youth in Science), WPHW (Wabanaki Public Health & Wellness), Four Directions, and other community-specific partners.

B. UMaine GANTT Chart



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 **Elaine will provide a copy of your current budget.

Essential Expenditures:

The sustainability funds awarded to the Maine Indian Education RREV pilot project will support RREV salaries, stipends and employee benefits. **\$100,000.00**

Necessary Resources:

- Maine Indian Education is covering related RREV expenses such as employee travel, purchased professional & technical services, instructional supplies and instructional field trip transportation.
- Garden Beds and supplies
- Sewing Machine for making regalia
- Project Materials (Such as beading, etc.)
- Partnerships with WaYs (Wabanaki Youth in Science), WPHW (Wabanaki Public Health & Wellness), Four Directions, and other community-specific partners
- Community Elders
- MOOSE modules and coordination/partnership with MOOSE team leader on Wabanaki Studies (Brienne Lolar)
- Professional development for instructional staff- interdisciplinary units of study
- Dedicated teaching time for daily routines

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:

District Leader \$100,000 (estimate)
Site Coordinators \$54,000 (estimate)

Necessary Resources:

- Maine Indian Education is covering related RREV expenses such as employee travel, purchased professional & technical services, instructional supplies and instructional field trip transportation.
- Garden Beds and supplies
- Sewing Machine for making regalia
- Project Materials (Such as beading, etc.)
- Partnerships with WaYs (Wabanaki Youth in Science), WPHW (Wabanaki Public Health & Wellness), Four Directions, and other community-specific partners
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Additionally,

- Teacher participation in developing and implementing place-based units of study
- Project activities that have been cataloged and organized in the 2023-24 school year. These include a list of RREV day programs/projects, with essential information about materials needed, lessons learned, and connections to partners and Elders that supported the project.