

## 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

In response to declining student engagement, achievement, and mental health, we designed our original pilot to increase the value and connection that all students, teachers, and parents felt as community members at Bath Middle School. In our pilot year, we implemented a number of changes towards this aim:

- Creating a new “Connections Class,” a weekly ungraded elective class built around teacher and student interests. These classes were mixed age and allowed students to connect with teachers outside of their normal teaching team.
- Changing the schedule to allow grade-level teaching teams the ability to collaborate on curriculum design and the creation of engaging, interdisciplinary, project-based units called “Expeditions.”
- Providing professional development and coaching on student-engaged assessment practices.
- Hiring an instructional coach to support Expedition development and professional development.
- Purchasing a 15-passenger van to facilitate more frequent community-based learning experiences.
- Changing to Student-Led Conferences from traditional Parent-Teacher Conferences.

In the 2023-24 school year, we will maintain the above initiatives. While students and faculty responded favorably to the changes from the RREV pilot, a key learning was that decisions were largely made by the Administration and Instructional Coach. If the program is meant to increase value and connection, then there must be a feeling of collective ownership to achieve sustainability. To this end, we will be adding a “micro-award” program, which will allow teachers and students to propose projects to fund using RREV funds that serve the mission of creating value and connection in the BMS community.

### 3-5 year plan

Identify: **MAINTAIN** / SPREAD / SCALE

The 3-5 year timeframe is focused on maintaining current innovations because the identified student need of fostering strong student connections improves outcomes for all students. The primary impact faced after year 2 will be the loss of the full-time Instructional Coach position, which accounted for ~57% of the total RREV budget. However, the majority of the projects from the initial pilot involved structural changes around teacher and student time, which are free to maintain. Maintenance costs for the van have been incorporated into the district transportation budget, leaving modest consumable supply costs that will need to come from the local budget. Additionally, the Instructional Coach role will be transitioned into a teacher stipend position, focused on professional development planning.

The primary tool for maintaining our innovation is through transformation of the faculty culture. We will introduce the Professional Learning Community (PLC) model of collaboration during the 2023-24 school year. PLCs are an evidence-based strategy for improving teacher collective efficacy. In this model, there are high school-wide expectations for achievement set by administration, but faculty teams collaboratively set goals, plan interventions, collect data, and self-assess their progress. Within PLCs, faculty teams will observe each other teaching and provide feedback, a critical role that will no longer be provided by an instructional coach.

- 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 pilot year was largely successful at achieving the stated goals based on the following measures:

#### **Connections classes**

*Goal: increase the value and connection students and teachers feel by allowing teachers to form classes around their passions, offer students choice in their learning once a week, and connecting mixed groups of students from different grades with teachers they might not see regularly.*

*Based on the below data, this goal was met.*

- 83% of students reported favorable experiences after 2 cycles of connection classes.
- 68.6% of students reported feeling positively about getting to know new teachers and students as a result of connections classes.
- 74.2% of students reported that connections classes made school feel more valuable to them.
- 84.3% of staff reported favorable experiences after 2 cycles of connection classes.
- 86.3% of faculty reported feeling more connected to students and colleagues from teaching connections classes.
- 76.5% of staff reported that connections classes made school feel more valuable to them.

### **Expedition Development**

*Goal: BMS follows the “Expeditionary Learning” education model, which features long-term, authentic, project-based, interdisciplinary units called “Expeditions.” Prior to the grant, expeditions were offered sporadically. Our goal was to increase the value and connection students felt at school by creating the expectation that every teaching team leads students through two high quality expeditions (as measured by a set of criteria) each year.*

*Based on the below data, this goal was partially met.*

- In Fall 2022, only 2 of 6 teaching teams met the criteria for high-quality expeditions. However, in the Spring we saw across the board improvement in instructional design, with all 6 teaching teams leading students through high-quality expeditions.

### **Student Expedition Surveys:**

*Goal: We wanted to measure whether students felt a greater sense of engagement and put forth a greater effort towards achievement as a result of Expeditions.*

*Based on the survey data below, this goal was met.*

- 90.0% of students reported that their Expedition work was more engaging than regular classwork.
- 94.6% of students reported that they put in more effort on expedition work than their regular classwork.

### **Instructional Coaching**

*Goal: The innovations in the pilot require faculty to work in new and different ways. The goal of instructional coaching was to provide support for faculty as they adapt their teaching practice and develop expedition curriculum.*

*Based on the below data, this goal was met.*

- 100% of teachers surveyed responded that work with the instructional coach helped them improve their teaching practice.
- 100% of teachers surveyed responded that work with the instructional coach helped their team plan and carry out expeditions.

### **Student Habits of Work (HOWs)**

*Goal: We provided ~20 hours of professional development on Student-Engaged Assessment (SEA), a set of practices meant to increase student ownership and accountability for their academics. Our goal was that this PD would translate into a change in teacher practice, which in turn would increase student Habits of Work (HOW) scores.*

*Based on the below data, this goal was not met.*

- Between Trimester 1 and Trimester 3, BMS students’ HOW scores declined on average ~0.09 points on a 4 point scale. While not a significant decline, we had hoped to see an increase in HOW scores as a result of student-engaged assessment practices.

### **Use of the Van**

*Goal: Accessing the community and local natural areas is an important part of the EL model. However, renting busses is costly and logistically complicated. Our goal for purchasing the van was to increase value and connection by enabling easy, inexpensive student trips.*

*Based on the below data, this goal was met.*

- Enabled 82 community-based learning experiences that were not possible before.

### ***Student-Led Conferences (SLCs)***

*Goal: SLCs are a powerful structure for increasing student engagement with academics. In our switch from traditional Parent-Teacher Conferences to SLCs, we hoped to achieve a 90% participation rate, and to see families reporting that participation in SLCs improved their connection to the school and their perception of their students Habits of Work.*

*Based on the below data, this goal was partially met.*


- 96% of students and 81.9% of families participated in SLCs.
- 87.0% of families reported that SLCs made them feel more connected to school.
- 90.6% of families reported that SLCs helped their child strengthen their Habits of Work.

Based on these favorable results, the fact that our innovation already reached every student in the school, the importance of multi-year work to create durable change in school practice and culture, and the infeasibility of scaling to other campuses due to differences in school structure, we chose to maintain our innovation. The strategy we chose was to continue every structure and practice from the pilot year, while deepening our impact with a new “Micro-Award” program, which will make grant funding available for innovative student and teacher proposals. In a sense, we are creating a mini-RREV program within our school, where our stakeholders can receive awards of \$500-\$15K for projects that will add value and connection to the BMS experience.

Additionally, we recognize our pilot failed to increase students’ HOW scores over the year. To address this, we will be adopting the Professional Learning Community (PLC) model of faculty collaboration, which will include a focus on explicit HOW instruction.

## Section 2: Data Informed Sustainability

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



**REGION 1**  
Maine  
Massachusetts

New Hampshire  
Vermont

### RREV District Logic Model

District: **RSU 1**

**Problem Statement**

Our goal through this innovation is "to create structures and spaces for every member of the BMS community to feel value and connection."

**Table 1. Project Logic Model**

Resources	Strategies and Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes	Impact
RREV Award Instructional Coach 15 Passenger Van District Van Faculty Expertise and Passion "Base Camp" STEM Space Media Creation Equipment Greenhouse Apple Orchard 3-D printers STEM Teacher Local REC fields	<ol style="list-style-type: none"> <li>1. Identify needs from student and faculty surveys and interviews</li> <li>2. Hire Instructional coach with experience with inquiry and project based learning</li> <li>3. Change schedule to increase shared prep time for core teachers and create weekly Connections Class.</li> <li>4. Monthly PD on Student-Engaged Assessment</li> <li>5. Instructional coach supports teams in curriculum development</li> <li>6. Instructional coach observes and provides feedback on teaching</li> <li>7. Purchase 15 passenger van and create check-out process</li> <li>8. Communication with families around instructional practices and student opportunities</li> <li>9. Visibility of teaching and access to collegial collaboration - Learning Walks, Marshall observations, peer observation</li> </ol>	<ul style="list-style-type: none"> <li>• Parent brochure around EL practices</li> <li>• Publish high quality piece of student expedition work</li> <li>• Exhibition of Connection class learning</li> <li>• Expedition library - digital</li> <li>• Collection of PD resources</li> </ul>	Each teacher offers one connection class in the first year.  Students report increased value and connection from EL practices and Connections classes, as reported by survey  Teachers report increased value and connection from EL practices and Connections classes, as reported by survey  Families report increased value and connection from EL practices and Connections classes, as reported by survey  Improvement in Students HOW grades  Standardized test scores improve  Every student participates in a public Celebration of Learning  Every student engages with at least one community member per term.	Each student has a portfolio with quality work from each class and subject  Each teacher offers a passion class each term  Changes in teacher instructional practice will be monitored through use of our TEPG observation system's 5 yearly observations  Increased value and feeling of connection for all school stakeholders	Cultural change amongst staff around positive feedback/culture  Long term, stable, and sustainable change in the way BMS does teaching and learning

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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

We used a variety of measures to evaluate the impact of our pilot during the 2022-23 school year. Through a combination of surveys we created, participation rates, 3rd party data from the state, and raw achievement data, we were able to gain a vivid picture of the strengths and weaknesses of our program.

Student/Staff connections surveys were given to evaluate:

- The impact of Connections classes on feelings of connectedness to peers and staff members
- If there was an increase in feelings of value around attending school and meaningfulness of content

Family Student-Led conference (SLC) Surveys were given to evaluate:

- If our new approach to student-led conferences increased feelings of value and connectedness for families.

SLC Participation Rate was measured:

- To review if our new approach to student-led conferences led to increased participation of students and families compared to traditional Parent-Teacher Conferences.

Maine Integrated Youth Health Survey (MIYHS):

- Yearly/bi-annual survey given to Maine students to measure feelings of connectedness to peers, school, mental health and value of education.
- We will compare MIYHS from before and after the RREV pilot to see if our innovations impacted student results favorably.

Staff Expedition Self-Assessment was given twice to Evaluate:

- How well Expeditions met quality criteria and student learning experiences. These Assessments were reviewed with admin and instructional coach.

Student Expedition post surveys were given to evaluate:

- Whether student engagement and effort were increased through participation in learning Expeditions.

Habits of Work Data was evaluated to determine:

- If the focus on student engaged assessment practices improved student Habits of Work (HOW) scores.

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

We identified several gaps in our data picture that we will address in the coming year with the following measures:

Student SLC Surveys

- To review if our new approach to student-led conferences led to increased habits of work, engagement with learning, and academic confidence.

Crew monthly themes survey

- To review if our new approach to guidance / Crew curriculum has improved student SEL competencies, increased connection, improved student perception of safety.

#### Micro-Award Focus groups

- To evaluate whether participation in the micro-award process increased the value and connection students feel at BMS, we will hold focus group conversations with all students and teachers who participated in the proposal process.

### **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**

As stated in 1b, our entire school community is the target population for our plan. Our sustainability plan is intended to build on successes from the initial pilot, offering a higher degree of stakeholder ownership in the use of continuing RREV resources. Survey data indicates that the vast majority of teachers and students saw an increase in the value and connection they felt at BMS from participation in Connections Classes. A key feature of Connections Classes is the emphasis on building learning around teachers' and students' passions. For the 2023/2024 school year, we will be introducing an RFP/micro-award process, in which teachers and students can propose high-impact projects that will improve value and connections at BMS. This initiative is inherently a responsive innovation, because it empowers students and teachers to identify the most important needs in their community and design solutions to meet them. Micro-award activities will conclude in June 2024. We will form a voluntary steering committee, composed of administration, student support staff, teachers, and students, to oversee the RFP process. This group will meet monthly to review micro-award proposals, choose projects to fund, and oversee project implementation. The specific goals for 2023/24 are as follows:

##### *Connections Classes*

- Continue to support connections classes from RREV funding. Maintain access for all students.
- Request expansion of local budget to cover Connections costs.

##### *Learning Expeditions*

- Continue to devote staff PD time to Expeditionary Learning practices
- Continue to support teams in interdisciplinary curriculum development
- Continue to build Expedition Library
- Introduce Professional Learning Communities (PLCs) as a structure to support sustained faculty focus on student success after grant expires.

##### *Micro-Award*

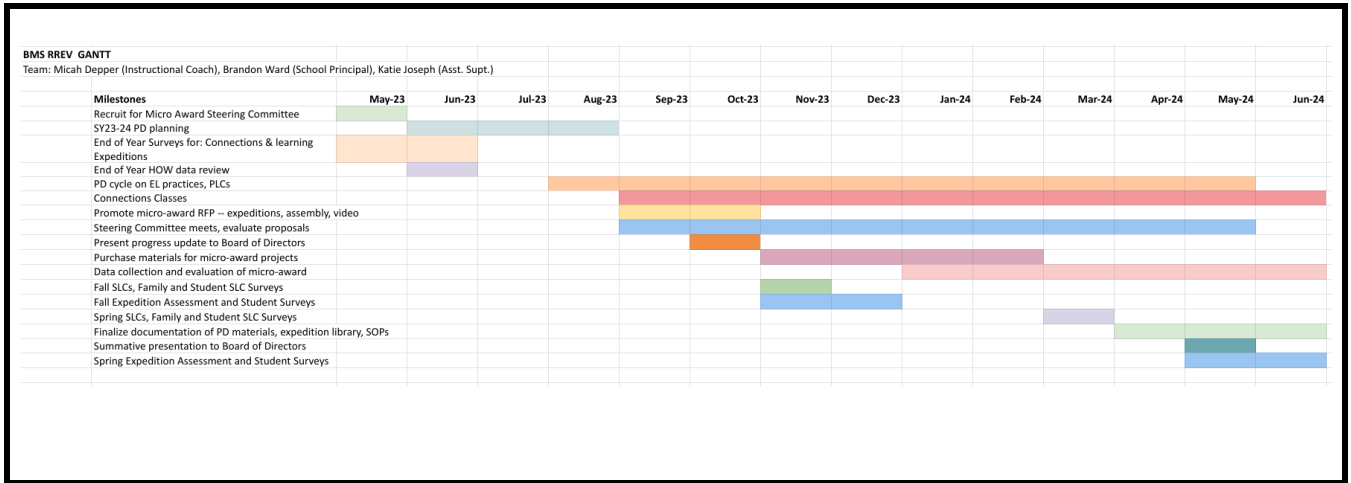
- Form Sustainability Award Steering Committee
- Publish micro-award Request for Proposals (RPF)
- Instructional coach supports student/staff proposal creation and refinement
- Steering Committee evaluates and approves micro-awards
- Administration supports implementation of micro-award projects

### 3 – 5 Year Plan

The goal in this phase is to maintain Connections Classes and Learning Expeditions. To support this work, a new stipend position will be created from reallocation of existing local funds. This stipend role will be tasked with designing and facilitating ongoing professional development activities, as well as stewarding institutional learning and knowledge through the archiving of curriculum and facilitation of peer to peer learning. The specific goals for our 3-5 year plan are as follows:

- Shift Instructional Coach role into 70 hour stipend position
- Stipend role used to plan PD around learning expeditions, maintaining archival and organization of Expedition Map
- Maintain Professional Learning Communities
- Continue to fund connections classes from local budget
- Maintain and repair equipment (as necessary) from micro-award projects and school van
- Continue to promote learning opportunities that utilize resources from micro-award projects
- Provide time for peer to peer learning about innovative teaching strategies

#### 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.

#### Essential Expenditures:

For 23-24

Instructional Coach	\$ 14,000	Remaining balance for salary & benefits of 2nd year
Van-Gogh Maintenance	\$ 1,000.00	Maintenance/Fees



Connections Supplies	\$ 10,000.00	Class supplies
Micro-awards	\$ 75,000.00	TBD allocation based on stakeholder input
Total	\$ 100,000.00	

**Necessary Resources:**

For 23-24  
 Staff volunteers for micro-award steering committee  
 Student volunteers for micro-award steering committee  
 RFP for micro-award project proposals  
 Guiding document for awarding of money for project proposals  
 Expedition Library  
 Professional Development materials for Learning Expeditions

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:**

For after 23-24		
Van-Gogh Maintenance	\$ 1,000.00	Maintenance/Fees (Annually)
Instructional Coach Stipend	\$ 3,500.00	70 hours @ \$50/hr
Connections Supplies	\$ 6,300.00	Class supplies (Annually)
Micro-award Maintenance through micro-awards	\$ 5,000.00	Maintaining and repairing equipment awarded
Total	\$ 15,800.00	

**Necessary Resources:**

For after 23-24  
 Expedition Library  
 Professional Development materials for Learning Expeditions  
 Documentation of Professional Learning Community Process  
 Faculty leadership of Professional Learning Community Process  
 Administrative oversight / support of the Expedition Design process through biweekly meetings  
 Faculty oversight over use and maintenance of micro-award projects  
 Support of district facilities department