

## 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 March of 2022, as the team was writing the initial RREV grant, we surveyed students to gain an understanding of their motivations, challenges, and an overall sense of student attitudes towards the learning opportunities then available to them. A majority of responses identified a desire for more hands-on learning, science classes, and more relevant and authentic learning experiences. Developing a wider variety of learning experiences as described below will help us continue to address both ripple effects of the COVID pandemic and subsequent lockdown, including truancy and disengagement.

As we work to maintain, spread, and scale the Viking Longhouse innovate pilot, we will continue to address the three key needs we identified in our pilot.

#### Need 1 - Culture of Connection & Inclusion

The Longhouse will also be available for Advisories to take advantage of, increasing students’ connections to each other, the school community, and their own learning. We will be working to strengthen the foundations of our Advisory program to help build better inclusion and sense of belonging among students. Additionally, scaling the Longhouse pilot by expanding into the elementary school will connect our school community more tightly together, helping us engage older students and allowing us to develop a sense of belonging K-12. We will continue to address demonstrated needs for students to have meaningful outdoor experiences across all grade levels through the development of a shared experiential ‘playground’ between the Middle/High School building and the Elementary School building.

#### Need 2 - Relevant & Meaningful Experiences

As the Longhouse itself is physically built, we are working to prepare more teachers and classes to take advantage of opportunities presented by the outdoor classroom. We will be working to strengthen teachers’

understanding and provide resources around creating relevant and meaningful experiences for students. Offering summer programming will enable us to expand the range of opportunities that students are offered, helping them stay connected to each other and to the school community.

### **Need 3 - Authentic & Engaging Curriculum and Instruction**

As the Longhouse itself is physically built, we are working to prepare more teachers and classes to take advantage of opportunities presented by the outdoor classroom. We will be working to strengthen teachers' understanding and provide resources around creating relevant and meaningful experiences for students. Creating authentic and relevant curriculum will meet both the academic and engagement needs of students. Spreading the innovation within our building will address the needs for more engaging curriculum and authentic and relevant educational opportunities, along with the development of additional service-learning experiences and high school internships.

### **3-5 year plan**

As the Longhouse becomes established, we will be working to systematically spread and scale our programs.

### **Need 1 - Culture of Connection & Inclusion**

Over the following years, we will work to scale up the connections between the HS/MS and the elementary school, with plans on working on joint projects in the outdoor experiential classroom zone. Creating strong bonds between grade levels will help ensure students stay connected to the school and each other even as they move between grades and buildings. As more students are participating in internships and service-learning projects, we will strengthen connections to the wider community as well. We also are working to spread opportunities provided by the pilot into our Life Skills programs at all grade levels. Being able to include students with differing mobility, developmental, and behavioral needs will strengthen the feeling of connection and inclusion in our school.

### **Need 2 - Relevant & Meaningful Experiences**

As teachers become comfortable as advisors, we will spread and strengthen the use of outdoor and experiential education in our advisory program to support not only connection but also to facilitate relevant experiences for students. Expanded opportunities for summer programming, internships, and service learning will be developed.

### **Need 3 - Authentic & Engaging Curriculum and Instruction**

Innovative instruction and curriculum will help build new and engaging projects to add to established projects, allowing for a wider variety of learning experiences for students. This will help us continue to address both ripple effects of the COVID pandemic and subsequent lockdown, including truancy and disengagement.

- 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.*

Because we are a small district, we are aiming to reach and impact all our K-12 students. This sustainability plan will enable us to include our K-5 students, who are currently not part of the Longhouse pilot, and to increase inclusion of students in our Developmental Life Skills programs. Over the first year of implementation of the pilot, our data showed an increase in student engagement and positivity from both staff and students about classroom activities.

Anecdotal interviews with students and staff had largely positive reports about the increase in off-site trips to nearby places like Sears Island and to the Mill Brook Preserve. Spreading efforts into more classes in the MS and HS will enable more students to engage in these relevant and authentic experiences, helping to deepen their learning. Ideation sessions with staff and students developed a long list of potential service-learning and experiential focused trips in the local area, including Ft. Pownal in Stockton, local history projects in collaboration with the Penobscot Marine Museum, explorations of the proposed wind power port on Sears Island, and more.

Among the feedback from educators was the point that the three buildings (middle, high, elementary) are often silos, where communication drops off. One of the most exciting things about extending the Longhouse pilot will be growing deeper connections between the schools, both among students and among staff, resulting in a richer environment of collaboration and offering mentorship and growth opportunities for participating students.

As the space of the outdoor classroom becomes available, we are excited to scale up the Longhouse pilot to reach more students and have a deeper impact. Even as we wait for our Longhouse to be physically complete, there are classrooms engaging with the site, taking measurements for scale models, looking at landscaping and gardening opportunities, and working on time-lapse photography. We are continuing to involve some of our most at-risk students, including those in the V-ALT alternative program, with active participation in things like trail planning, documentation and communication, and programming for the Longhouse.

## 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
<ul style="list-style-type: none"> <li>RREV program money</li> <li>Direct access to local nature trails leading to preserve</li> <li>Land trust partner with grant money to assist with enhancement of trail network's educational value and experiential education delivery</li> <li>RREV Experiential Learning and Community Outreach (ELCO) Coordinator               <ul style="list-style-type: none"> <li>Maine Ocean School, PenBay Stewards, other curricula available</li> </ul> </li> <li>RREV Grant Teams, Longhouse Advisory Council, Penbay Marine Museum, Sears Island</li> </ul>	<ul style="list-style-type: none"> <li>ELCO Coordinator assists teachers with PBL and service learning modules by connecting to community resources, introducing experiential education curriculum and practitioners and bringing community issues forth to students/teachers for sense of place</li> <li>Transform internship program through JMG, removal of barriers and increased participation</li> <li>Reinvigorate field trip regime               <ul style="list-style-type: none"> <li>Increase use of Penobscot Marine Museum as resource and academic research locus</li> </ul> </li> <li>Encourage PD in experiential education areas for staff</li> <li>Present relevant, community derived opportunities for service learning involvement</li> </ul>	<ul style="list-style-type: none"> <li>Assemblage of experiential education resources for easy teacher access</li> <li>Development of new community partnerships, resulting in structured internship offerings for junior/senior students               <ul style="list-style-type: none"> <li>Encouragement of community involvement as resources or through requests for student volunteers</li> </ul> </li> <li>Connection of community events and issues to service learning project development by teachers</li> <li>ELCO facilitation of field trips, volunteerism and community participation as capacity enhancement for school/teachers               <ul style="list-style-type: none"> <li>New elementary/middle school experiential play course</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Community enthusiasm and engagement with student participation</li> <li>More frequent trips to PMM, more experiential education lessons</li> <li>Primary local industries developing ongoing internship programs with ELCO and HS staff</li> <li>Re-invigorating field trip program to enhance student engagement and learning</li> <li>Connections enhanced between elementary and middle high schools</li> <li>District joined Alfond Compact for PD funding support, encouraging increased PD focus on experiential learning for all teachers</li> </ul>	<ul style="list-style-type: none"> <li>Transition of internship program to JMG with sustainable resources and student incentives</li> <li>Teachers upon pathway to regular experiential learning programming in curriculum</li> <li>Academic outcomes identified and measured in MS for a minimum of at least 2 PBL lessons per year, HS for at least 4 service learning lessons per year, elementary at least 2 lessons per year</li> <li>Increase in student attendance, course completion and graduation</li> <li>Increase in student Academic performance in math and ELA</li> </ul>	<ul style="list-style-type: none"> <li>Community accustomed to participating in school programs, as intern/volunteer host or as resource</li> <li>Students engage in learning and realize their academic potential in math and science and across the curricula reflected in the SAAS and Risk Screening.</li> <li>Viking Longhouse Program enhances our approach for reducing variability in academic performance               <ul style="list-style-type: none"> <li>Educational shift toward frequent experiential learning is underway and community centered</li> </ul> </li> </ul>
<b>Assumptions</b>					
<p>With the help of the ELCO Coordinator, administrations and leadership teams, many teachers are modeling experiential learning and community engagement and the administration can reference those increasing examples and connections to direct the entire staff toward the goals of the Viking Longhouse Program.</p>					

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**

### 1. Student Attitude Assessment Survey (6-12)

- a. In March of 2022, as the team was writing the initial RREV grant, we surveyed students to gain an understanding of their motivations, challenges, and an overall sense of student attitudes towards the learning opportunities then available to them. A majority of responses identified a desire for more hands-on learning, science classes, and more relevant and authentic learning experiences. Roughly 20% of responses identified these things specifically. A majority also expressed the opinion that coursework was not useful to them. 25% of responses specifically said nothing they learned was useful or couldn't cite an example of a useful class. In May of 2023, most responses – more than 60% – identified that project-based learning and service learning have made their academic experience better. More than 65% agreed that they learn interesting and useful things in courses at SDMHS. This improvement leads us to conclude that by firming up the foundations of our pilot, and then scaling it upward, we can continue to make positive impacts on our students. Responses from teachers demonstrated a willingness to spread the pilot into more classrooms and to scale up

the amount of activities/projects in classes. There is great energy around the Longhouse itself, and the idea of working with the elementary teachers and students; likewise in the elementary school, staff and administration are eager to build connections between the K-5 and 6-12 student groups, both physically in the form of outdoor experiential 'playground' and through mentorship, joint projects, and other means.

2. Graduation rate

- a. Class of 2023 Graduation Rate - 92%

3. Attendance

- a. We saw a positive trend in attendance in both the high school and middle school. We're working to reduce truancy (a major struggle in the pandemic years), and are seeing a decrease in the number of average daily absences:

HS	
Year	Avg Daily
22-23	10.23
21-22	12.32
20-21	17.33
19-20	3.08
18-19	4.26

4. NWEA RIT scores in ELA & math (Maine Through Year Assessment)

- a. MS Math Growth - 48% of middle school students showed adequate growth
- b. MS Reading Growth - 67% of middle school students showed adequate growth
- c. HS Math Growth - 58% of 10th grade students showed adequate growth
- d. HS Reading Growth - 36% of 10th grade students showed adequate growth

5. Course failure and credit recovery rates

- a. 4% Course failure rate (2022 -23)
- b. 7% Course recovery rate (2022-23)

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

1. Ongoing Student & Teacher Attitude Assessment Surveys

- a. Regular check-ins using a standardized survey to allow us to see how student and staff attitudes are changing based on Pilot implementation, and to help identify places where we need more resources or a different approach to achieve success of the Pilot goals.

2. Pilot program implementation timeline compliance, resource needs

- a. Tracking all program offerings in a '30,000ft view' to ensure we are on track for implementation and to help identify shortfalls where we may need more resources or a

different approach.

3. Tracking of PD experiences that apply to the goals of the Pilot
  - a. Documentation of professional development opportunities accessed by teachers and other staff to help gauge the level of experience and skills among staff.
4. Tracking frequency and subjective quality of academic and other experiences that are part of Pilot implementation
  - a. A subset of 1 and 2, this will allow us to see how often teachers are engaging in Pilot-related activities in classrooms and how often other experiential activities are available to students, and will provide some anecdotal information on how students felt these activities impacted their school experiences.
5. Innovation tracking through action research and documentation
  - a. Documenting projects/experiences and their outcomes to help us better understand the flow of innovation in the building and create a repository of effective ideas and programming for future endeavors.

### 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.

The primary goals of the sustainability plan include both spreading and scaling up the Pilot innovations to include more students in our district. In the large view, this means increasing opportunities for experiential activities both in a classroom setting and outside of it, utilizing our newly completed Longhouse and local area resources. This will include expanding targeted professional development opportunities around experiential, outdoor, hands-on, and service learning.

#### 2023 / 2024 School Year

In the first year of the expansion, we plan to spread experiences of pilot programs through the middle/high school with greater quantity & frequency:

- Grades 6-8:
  - Develop 2 distinct project-based learning opportunities per grade level for a minimum total of 6 “experiences” through the middle school curriculum.
  - Develop and implement experiential summer programming using the Longhouse for grades 6-8 as part of the extended school year and summer academy programs.
- Grades 9-12:
  - Increase the number of service-learning hours available in each course offered with the goal to have 20 hours accumulated for a graduation requirement.
  - Solidify structure for internships and extended learning opportunities through JMG and its Maine Career Exploration Badge program.
  - Incorporate pilot activities into the HS Advisory program to increase student connections to school and increase engagement with their learning plans.
  - Develop and implement experiential summer programming using the Longhouse for grades 9-12 as part of the extended school year and summer academy programs.

In planning for the expansion of the Pilot into the K-5 grades, we plan to provide support to staff and

opportunities for K-12 collaboration in development of a new shared outdoor experiential area:

- Integrate K-5 staff into RREV Pilot through communication, data sharing, team identification, common meetings and planning.
- Collaborate with staff and students and local organizations (Camp Kieve, Coastal Mountain Land Trust, etc) on development of the outdoor experiential course, middle/elementary combined play area connecting both schools to outdoor learning pavilion, the Viking Longhouse.
- Provide at least one professional development for all staff K-12 around experiential and outdoor learning, hands-on learning, and/or service learning.

Overall, to help support and maintain the pilot, we will create and put in place some key resources:

- Develop action research tools and standards to provide focused measurements of pilot implementation progress.
- Develop a digital repository for lessons / documentation for future use.
- Engage community in ongoing dialog for involvement opportunities and gather an ongoing list to provide to staff.

### **3-5 Year Plan**

- Increased utilization of Viking Longhouse with all courses and grade spans, including additions of outdoor and experiential learning experiences
  - K-5 1-2 experiences per grade per year
  - 6-8 minimum 4 experiences per grade per year
  - 9-12 offer sufficient experiences across all courses to allow for accumulation of 20+ hours per student for a graduation requirement, with option for students to self-design their own service learning experiences
- Experiential course in place and utilized by all grade spans for classroom and Advisory activities.
- Engage in regular collaborative planning meetings with K-12 staff around the innovation of collaborative, sequential and integrated experiences across the K-12 grade span.
- Cross-school student and staff visits to increase familiarity and establish milestones to improve student engagement and success through graduations.

**B UMaine GANTT Chart**

RSU 20: Searsport Gantt Chart											
Milestones	Fall 2023						Spring 2024				
Grades 6-8: Develop 6 project-based learning opportunities per grade level.	[Gantt bar spanning Fall 2023 and Spring 2024]										
Develop and implement experiential summer programming using the Viking Longhouse											
Grades 9-12: Solidify the structure for internships and extended learning opportunities	[Gantt bar spanning Fall 2023 and Spring 2024]										
Incorporate pilot activities into the HS Advisory program to increase student connections											
Integrate K-5 staff into RREV pilot	[Gantt bar spanning Fall 2023 and Spring 2024]										
Collaborate with local organizations to support the outdoor experiential learning course, longhouse, and pavilion	[Gantt bar spanning Fall 2023 and Spring 2024]										
Plan and deliver a professional development for staff around experiential, service, and outdoor learning											
Develop a digital repository for lessons and resources	[Gantt bar spanning Fall 2023 and Spring 2024]										
Engage in regular collaborative planning meetings with K-12 staff	[Gantt bar spanning Fall 2023 and Spring 2024]										
Construction of an inclusive playscape											

**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.

<p><b>Essential Expenditures:</b></p> <p>\$40,000 - ELCO Position          \$45,000 - Experiential Course          \$1,000 - Program Advisory Meeting          \$3,000 - Kieve Outreach          \$11,000 - K-5 Experiential Learning Supplies</p>
<p><b>Necessary Resources:</b></p> <ul style="list-style-type: none"> <li>Professional expertise of partners at local organizations, including Penobscot Marine Museum, Coastal Mountain Land Trust, Friends of Sears Island, town and county offices and programs, UMaine Extension and 4-H programs, Camp KIEVE</li> <li>Reserved time for staff to meet/plan</li> <li>Long-term sustainability plan as ELCO position sunsets</li> <li>The Viking Longhouse</li> <li>Experiential “playground” between the Middle/High School building and the Elementary School Building</li> <li>Resources gathered and created to support advisory, service-learning experiences and high school internships</li> <li>Innovative curriculum to support engaging projects, summer programming, and outdoor learning</li> </ul>



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:**

\$1000 - Longhouse Maintenance

\$2000 - Trail Maintenance

\$5000 - Professional development for skill enhancement (outdoor leadership, experiential ed)

\$3000 - KIEVE Leadership School consultancy across grades

\$1000 - Age-appropriate experiential equipment (K-8)

**Necessary Resources:**

- \$3000/year - Regular budget resources for playground redevelopment
- Staff meeting time, utilizing recurrent, scheduled events
- PenBay Marine Museum, Coastal Mtn. Land Trust, Belfast Bay Watershed, Friends of Sears Island, ME Ed. Talent Search, organizations with outreach abilities and mandates
- Professional expertise of partners at local organizations, including Penobscot Marine Museum, Coastal Mountain Land Trust, Friends of Sears Island, town and county offices and programs, UMaine Extension and 4-H programs, Camp KIEVE
- Long-term sustainability plan as ELCO position sunsets
- The Viking Longhouse
- Experiential “playground” between the Middle/High School building and the Elementary School Building
- Resources gathered and created to support advisory, service-learning experiences and high school internships
- Innovative curriculum to support engaging projects, summer programming, and outdoor learning
- Established structure and policies for internships and extended learning opportunities