

## 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

#### Maintain and Scale

#### Define sustainability need(s):

Be Well Connected is the wellness component of Noble FLEX, a hybrid project-based learning opportunity for students in grades 5-8 in the MSAD 60 community. Noble FLEX and Be Well Connected meets the needs of students who need a flexible learning solution at the middle grades, particularly students with anxiety. Students come to the program from traditional schooling and have sought an alternate solution for learning because of bullying, ADHD, anxiety, or have been homeschooled and are looking for social connections. These are the problems this program seeks to address by establishing a safe and nurturing community and providing engaging and flexible teaching and learning. Students benefit from a small cohort with intentional team-building and engaging project-based work. Students also benefit from a mentoring relationship with a teacher, who can coach a student in executive functioning, work habits, and can personalize learning.

The program will continue to maintain the current enrollment for the 5-8th grade students. The program will scale up for the 9th and 10th grade students who have been enrolled at FLEX and a few other students who opt to apply for the upcoming year. This will involve creating a plan for earning graduation credits.

### 3-5 year plan

**Identify:** MAINTAIN / SPREAD / SCALE

Spread and Scale

#### **Define sustainability need(s):**

The sustainability plan for Noble FLEX and Be Well Connected will involve increasing the number of students enrolled in grades 5-8. Students will continue to need support for mental health and anxiety as described above. We plan to strengthen our ties with the local homeschool community and local districts to boost enrollment. As the numbers grow beyond 30 students, additional staff members will be needed and the schedule will need to be adapted to accommodate more days in the yurt.

Spread and scale of the program will require a collaborative effort with Noble High School. They will provide staffing (teachers, special ed and guidance) to support flexible learning in grades 9-12. They will also provide the expertise regarding graduation requirements and connections to extended learning opportunities, technical education, and dual enrollment.

- 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.*

In the first 2 years, Be Well Connected used a pre/post Wellbeing Survey that used a rating scale to measure how students were feeling about their relationships and mental health. The other measures used were attendance and NWEA test scores.

As Be Well Connected grows the focus will be more on wellbeing rather than attendance and test scores. We will use the PEAR assessment tool to monitor student anxiety and continue with the Wellbeing pre/post rating scale. While attendance and test scores are important for success and will continue to be part of the overall evaluation of FLEX, they are not a true indicator of the overall goal of Be Well Connected so the focus will prioritize mental health.

Anxiety and mental wellbeing continue to be key factors in the decision to enroll in Noble FLEX. This program will aim to increase enrollment to meet the needs of students who:

- are looking for flexibility.
- would like more meaningful learning experiences.
- are struggling with anxiety or their mental health challenges.
- experienced bullying and find it challenging to be in a school setting.
- would like a smaller class size with a community mindset.

Addressing these challenges will decrease the risk of truancy and eventually dropping out of school.

In order to spread and scale enrollment, the program staff will continue to network with the homeschooling community, receive referrals from the in-person setting within MSAD 60 and in the future allow students from area school districts. As homeschool students return to public school increases and the number of students leaving public school to be homeschooled decreases, it will help the district increase student enrollment funding. Tuition and superintendent agreements will also be a consideration moving forward as the area schools are invited to enroll.

**Section 2: Data Informed Sustainability**

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

RREV District Logic Model  
 District: Noble, Be Well Connected  
 Instructions: First in the box below, write two to three sentences describing the problem your RREV project is addressing. Next, create a logic model in Table 1. Please refer to your project application for the resources, strategies and activities, outputs, outcomes, and impacts.

**Problem Statement**  
 Add problem statement here: RSU 60 opened Noble Virtual Middle School (NVMS) because some students found online learning conducive to their learning styles and needs. However, social isolation poses challenges to students' social, emotional, and physical wellness of students who choose to continue to learn online, and could limit uptake among students who would thrive academically with online learning but perceive a trade-off with their overall wellness.

**Table 1. Project Logic Model**

Resources	Strategies and Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes	Impact
RREV program \$5 NVMS curriculum NVMS staff, including Remote Learning Director and two learning coaches	Conduct outreach with students and families about their options for virtual learning, including wellness support.  Hire a Virtual Wellness Counselor to develop programs and activities to support student wellness, including individual wellness plans and in-person activities.  Provide training to NVMS staff about student wellness, including links between wellness and academic outcomes and strategies for supporting student socio-emotional learning.  Develop individually tailored student learning plans that incorporate wellness as integral to students' success.  Provide training to parents about how to support student wellness.  Establish a physical space for in-person activities, including team projects.  Provide opportunities for student interaction and relationship building, including field trips and team projects.	Number of students enrolled at NVMS  Number and duration of staff training activities  Number of staff who attend training  Number and duration of parent training activities  Number of parents who attend training activities  Number of individual student learning plans developed  Number of field trips  Number of team projects completed.	Improved staff knowledge of and attitudes toward student wellness and its connection to academic growth  Improved parents' knowledge of and attitudes toward student wellness and its connection to academic growth  Students demonstrate socio-emotional learning  Improved student academic growth  Decreased incidence of chronic absenteeism among students	Student and families in RSU 60 have options for virtual and in-person schooling.  Teachers incorporate wellness in their teaching practices.  Increased graduation rate among NVMS alumni	Increased adoption of wellness activities across the district.  NVMS students and alumni live happy and healthy lives

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

In the first 2 years, Be Well Connected looked at three outcome measures, the wellbeing rating scale, attendance and NWEA test scores.

**Wellbeing Self Assessment**

Students participated in a pre/post wellbeing survey each year of the pilot. This survey was 20 questions on a variety of topics related to well-being. It was a self-reflection using a rating scale. This measured how students were feeling at the beginning of the year about their relationships and connections with peers and adults. This was valuable data because it measured the specific goals of Be Well Connected. Both this survey and anecdotal evidence from the students show that they are being part of Noble FLEX, and specifically the opportunities afforded by Be Well Connected, lead to an increase of happiness, better ability to handle their emotions in a healthy way, and a general sense of belonging. Students ending their day with something they are grateful for are often expressing gratitude for their friends. Students report that they have never been as "seen" or accepted as they are as part of the FLEX community.

### **Absentee data**

In the original pilot, we anticipated a reduction in absenteeism by 40%. This would involve comparing attendance records from previous years compared to attendance during enrollment in Noble FLEX. We chose this measure to focus on because we know that attendance will improve connections and academic success. As we looked at the data and tried to compare it to in school attendance it was clear that we needed a more specific measure. We established a cut off of 9 absences where our attendance showed that of those students enrolled in the entire school year (20 students) 17 (85%) had fewer than 9 absences. The data showed significant improvement in the students who had high absenteeism. However, the number of students with chronic attendance issues is so small that we have decided not to use this as an outcome measure in future years.

### **NWEA**

In the first year, students took the NWEA MAP Growth assessment in October and May, and showed growth in all areas, some more significant than others. Student growth is on par with that of students experiencing traditional learning in the district. This is valuable data to apply to the planning for Noble FLEX academic program. This will also help in our marketing efforts as we can show students are still making progress in core subjects while participating in a unique educational program.

In the second year, students took the NWEA MAP Growth in October and January, and students in grades 5-8 took the MAP Through Year Assessment in May. The data for the Spring assessment is not available at the time of this report. Students continued to show growth, but the comparison of growth from October to January is not just compared to growth from October to May. Students continue to show growth on par with their peers in traditional learning.

While we recognize well-being can positively impact learning, we are not convinced this is the best measure for the goals of Be Well Connected.

### **Year 1: Fall 2021 - Spring 2022**

- 96% of 20 students enrolled at the time of both fall and spring NWEA administration showed academic growth in at least one subject (Math or Reading) measured by comparing NWEA scores from fall 2021 to spring 2022.
- 52% of students showed growth in both math and reading.
- 85% of students showed growth in Reading
- 65% showed growth in Math

### **Year 2: Fall 2022-Winter 2023**

- 65% of 26 students enrolled at the time of both fall and winter NWEA administration showed academic growth in at least one subject (Math or Reading) measured by comparing NWEA scores from fall 2021 to winter 2022.
- 23% of students showed growth in both math and reading.
- 50% of students showed growth in Reading
- 38% showed growth in Math

### **Advisory Groups:**

One element that we have experimented with is advisory groups. In the first year, each student was assigned a teacher/learning coach as a mentor and met twice per month one-on-one with that mentor. Because these meetings were time intensive for their apparent value, they were discontinued in year two. Halfway into year two the learning coaches felt a decreased connection with individual students and there was a decrease in

student executive functioning and work production. Mentor meetings were reinstated for the second semester and did indeed lead to increased connection and productivity. This is evident specifically in the work habits grades that increased from Semester 1 to Semester 2, with 90% of students maintaining or increasing their work habits grades.

**Conclusion:**

Based on what we have learned from two years of evaluation data, we decided to put more emphasis on tracking anxiety levels. We will continue using the pre/post well-being survey and we have also chosen PEAR assessment for future years. The NWEA and attendance data will still be collected and analyzed but not used as an outcome measure for Be Well Connected.

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

In order to maintain, spread and scale in the next 3-5 years it will be critical for us to collect the following data:

- number of homeschool families enrolled
- number of homeschooling families within the district
- feedback from students and families
- interest from area schools
- evaluate how much we could charge for tuition.
- analyze the cost of the program with a justification model
- implement the PEAR assessment to evaluate the needs of the students and the success of the program

### ***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**

The goal of the sustainability plan is to continue to provide a hybrid learning experience for Noble students, particularly when we see a high rate of transition to homeschool related to anxiety, health concerns and bullying. The policies we need to consider include transportation, graduation requirements, code of conduct and attendance.

**Transportation:**

Families are expected to provide transportation for their students on in-person days. This makes it difficult for some students to enroll in Noble FLEX. In an effort to be supportive and flexible, the Noble FLEX staff have provided transportation as needed to students in challenging situations. Through experiences over the first 2 pilot years, it became clear that overcoming the transportation barrier will open the opportunity for some students. We intend to work with transportation to connect our students to school transportation, which would make the program more accessible for students.

**Attendance:**

We have adapted the district attendance policy to appropriately align with hybrid learning, using attendance at online meetings and daily check-ins as indicators.

**Graduation Requirements:**

Students who have participated in Noble FLEX over the first 2 years and are at the high school level, have expressed interest in continuing with this model. In order to be able to spread, we are cultivating a relationship with Noble High School to provide age-appropriate instruction and extended learning opportunities. For the 2023-24 school year, students will work with Plato/Edmentum and district specialists.

**Code of Conduct**

While MSAD 60 has school policies and code of conduct expectations that Noble FLEX follows, we have not included disciplinary procedures in the student handbook. Some incidents have occurred over the past two years that made it clear we need to establish expectations of behavior and possible consequences that align with the policies and procedures within MSAD 60.

**3 – 5 Year Plan**

In coming years, we plan to continue the hybrid program under Noble FLEX for grades 5-8, with the High School continuing to support grades 9-12. We hope that the program will support more high school students, particularly those who need flexibility in grades 9 and 10 and those who do not have access to transportation. We are also working through Noble High School to create a path for early college and technical education opportunities, particularly for students in grades 11 and 12.

**Facilities**

In the learning space, the team will need to create a plan for use and maintenance as the program grows. The schedule will be revised as needed to account for grade level and capacity.

**Staffing**

With the current staff we will be able to maintain 30 students enrolled in Noble FLEX. As the program spreads, we will need to consider the student to learning coach ratio and the local funding justification to hire an additional learning coach. At the high school level, the students will access the curriculum virtually through current high school teachers and have a learning coach to meet with in person 1 day each week. This role is new for the learning coaches and requires a lot of planning, patience, empathy, and flexibility. Some students are having difficulty with mental health or home concerns. It will be important to check-in with coaches to be sure they are maintaining a balance with regard to their own mental/emotional wellbeing.

**Curriculum**

The middle level curriculum will continue to be project based and allow for student choice in many areas. As the high school level continues to scale up, the curriculum will be more in line with what students are doing in person within our district. The upper grades will have opportunities to enroll in the local community colleges and earn credits for both their high school graduation and college credits for future use.

**Marketing**

The purpose of including the marketing plan will be to address concerns that have come up during the pilot years. It will be important to continue communicating with the community and in-person school staff to

explain what FLEX and Be Well Connected is all about. There have been misperceptions about the staff to student ratio, project-based style of teaching, rigor of the curriculum and the idea that students “should be in school”. Some materials have been developed to promote the program within the school district as well as to other surrounding schools and families who opt for homeschooling.

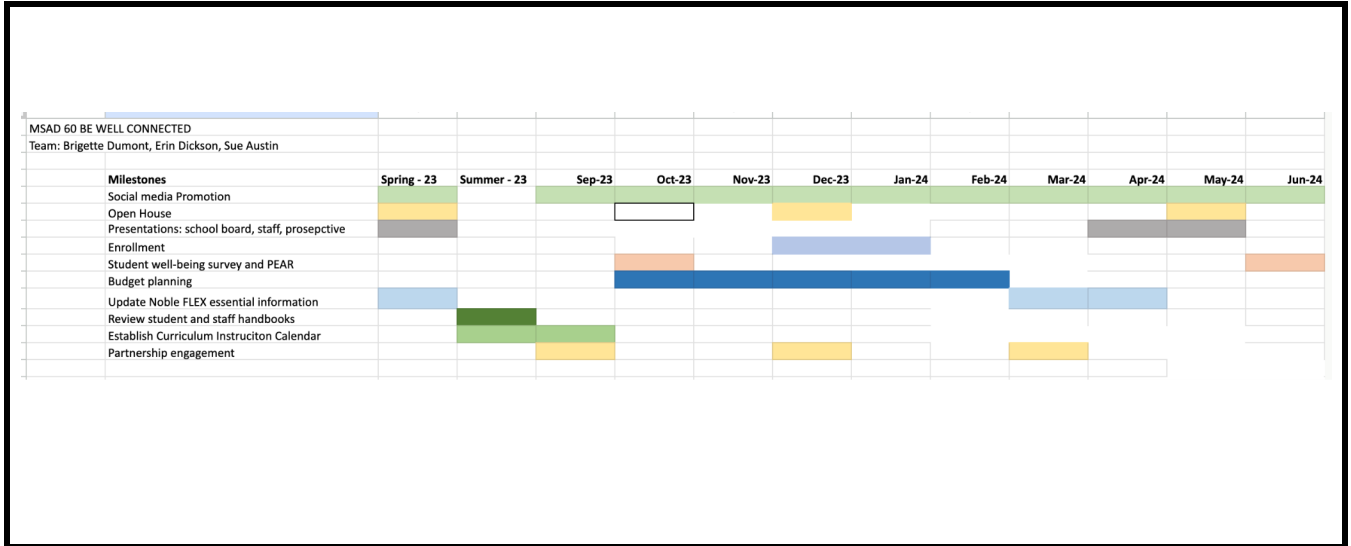
**Enrollment Process**

The enrollment application for both students and parents is reviewed annually by the Noble FLEX staff. This allows for screening potential families and making sure the student is a fit for the program and the program is the right choice for the student.

**Programming, community and enrichment**

With each year there will be a chance to build a strong number of connections in the community as area businesses, community organizations and services learn more about FLEX and Be Well Connected. The spread and scale will depend on building the relationships and continually looking for opportunities to collaborate with all aspects of the community.

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:**

**\$86,000 – 1 FTE Wellness Counselor salary and benefits**

Be Well Connected is a pilot program embedded in Noble FLEX. The program components are applied directly to the wellbeing of students as it is a critical component to learning. The majority of the budget (86%) will pay for the wellness coordinator. This is a social worker position, and their role will be to support

students individually and as a whole population. They will deliver the iTimes curriculum which is designed to improve social and emotional health as well as build community within Noble FLEX. In addition, this person will be responsible for planning enrichment opportunities for students and finding resources to support the mental health of students.

**\$4,000 — Supplies including PEAR Assessment Tool**

The PEAR assessment tool will be used for measuring the success of Be Well Connected as we shift to look primarily at anxiety levels of students. In addition, supplies may include curriculum materials needed to implement the iTimes curriculum or other supplies that support the overall operation of Noble FLEX in the learning space.

**\$5,000 – Transportation and Enrichment opportunities**

There are several valuable experiences that contribute to building community within Noble FLEX and is a key component of Be Well Connected. For example, early in the school year students attended an experience at the Brown Center where they were able to use high ropes and collaborative activities to connect with other students, build trust and establish positive relationships. Other trips may vary year to year as they relate to passion projects selected by students.

**\$5,000 – Professional development for staff**

Staff will continue to use project-based learning to implement curriculum within Noble FLEX. We see this as a critical piece to Be Well Connected as it applies the collaboration and communication skills they are learning. In addition, it is an opportunity to focus on wellness and health projects.

**Necessary Resources:**

- Noble FLEX – with Be Well Connected embedded in the programming
- 2 Learning Coaches salary and benefits
- 1 Director stipend
- Community connections and relationships
- School counselors and building administrators support and buy in
- Policies related to code of conduct, enrollment, attendance and transportation
- Learning space utilities and maintenance

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:****\$86,000 – 1 FTE Wellness Counselor salary and benefits**

This position is a key component to Be Well Connected. The district will need to fund this position moving forward beyond the 3 pilot years.

**\$80,000 - 1 FTE Learning Coach**

This position will be added depending on if growth requires additional support. Add learning coaches as enrollment increases.

**\$1,000 — Supplies including PEAR Assessment Tool**

The PEAR assessment tool will be used for measuring the success of Be Well Connected as we shift to look primarily at anxiety levels of students. In addition, supplies may include curriculum materials needed to implement the iTimes curriculum or other supplies that support the overall operation of Noble FLEX in the learning space. After the initial pilot years, this budget line will be reduced as we will only need to purchase consumables after purchasing initial supplies.

**\$5,000 – Transportation and Enrichment opportunities**

As the program moves beyond 3 years, this budget will need to be part of the school budget, be raised through fundraising, or become part of tuition/fees for students enrolled in Noble FLEX.

**\$6000 - Professional development for staff**

Staff will continue to have the opportunity for continuing education through their contract with MSAD 60 where they will be able to take 2 courses per year. This is a benefit for all teachers and professional staff in the district.

**Necessary Resources:**

- Noble FLEX – with Be Well Connected embedded in the programming
- \$160,000 – 2 Learning Coaches salary and benefits
- (\$15,000) 1 Director stipend
- \$500/year for PEAR Assessment – System for monitoring progress with mental health status of students.
- Community connections and relationships.
- School counselors and building administrators support and buy in.
- Collaboration with NHS high school to support transition to high school remote learning.
- Policies on meeting Graduation standards for Maine State Diploma and Noble High School.