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):

- **RSU 25's pilot Is tailored to students who have been individually identified as likely to succeed in a remote learning environment.** Prior to the pandemic, students and families did not have an option to enroll in anything but conventional in-person instruction. To meet the learning needs of students who did not or could not access and participate in this mode of instruction, families would have to unenroll from the district to resort to homeschooling. While RSU 25 does not follow an open enrollment process where students can self-select into this pathway, referrals from teachers, guidance counselors and/or administrators are utilized to identify and enroll students who can benefit from this pathway. Parents can also seek out this option for their child, however this request is reviewed by key staff with administrators from their child's middle or high school signing off on the decision.
- **Addresses the specific needs of students who prefer remote learning.** As schools returned to in-person instruction, RSU 25 found that it was challenging for teachers to meet academic and social-emotional needs of all students in both in-person and remote learning contexts. Students for whom in-person learning was not a good fit desired a remote learning pathway with an instructor experienced in their specific needs, especially those with anxiety, medical issues, chronic absenteeism, or independent learning styles. RSU 25's pilot is responsive to these needs because it engages students by having a multi-age RLS involved in personalizing assessments and supports of students in the pilot and supporting students' social-emotional well-being.
- **Provide homeschool students with online opportunities.** After the pandemic, there was a large increase in the number of families that have chosen to homeschool their children. RSU 25 will look to

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target these families through informational sessions, mailings, and social media, to make them aware of the opportunity to access this pathway. This can be done in two different ways, one involving them enrolling at RSU 25 to work on a Bucksport High School diploma, and one where they remain a homeschool student and take some courses in the remote pathway. Either way helps with funding for the RSU and provides financial relief to homeschool families as they will not have to purchase curriculum to obtain those credits as they work towards a State of Maine diploma.

3-5 year plan
Identify: MAINTAIN / <mark>SPREAD</mark> / SCALE

Define sustainability need(s):

   We will continue to innovate in order to support students that do not thrive in the current school in-person model by providing access to an engaging curriculum through a Remote Learning Pathway. Outside of traditional "in-seat" school instruction presents the need to provide social-emotional support for students. RSU 25 recognizes that to truly engage and support online learners effectively, the remote pathway innovative model was created to center the online learners, their individual needs as students, and provides a dedicated remote learning specialist to guide students. In order to reach significantly disengaged students RSU 25 recognizes the need for students to have access to a rigorous and inspiring education in partnership with the community. To support students that feel disconnected, the remote learning pathway focuses on each student's learning needs, interests, abilities, and aspirations, in order to make an impact on student achievement and academic success.

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 fall of 2022 RSU recognized that the remote pathway could provide an opportunity for in-person students to enroll in online courses to fit their schedules**.** RSU 25 opened enrollment to its remote learning pathway to in-person students at the end of the Fall semester so that students could enroll in online courses through Edgenuity that were either not available as an in-person offering or because they fit students' schedules better. The purpose of doing this was to provide students with ample opportunities to complete course requirements for on time graduation. These students were considered part-time students to the Remote Learning Pathway and as such, had access to support from the RLS (remote learning specialist). Along with full-time students in the pilot, the RLS monitors the progress of these part-time students and checks-in with them at regular intervals.

Section 2: Data Informed Sustainability

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

RREV funding RSU 25 Special Education Department Penobscot River Educational Partnership (PREP) RSU 25 Faculty, Administration, and Staff District's Alternative Education Program and Staff PEAR Assessment Collaborating partners Community Centers	Hire a remote learning specialist Schedule adaptation (4 days of core subject instruction and a 5th day of enrichment and personalized learning.) Provide both an in-person and off campus option for participating in the Remote Learning Pathway. Create a student profile and student application. Select a learning platform as well as identify and purchase technology to support the innovation. Update and expand Community Partners to support the program. Provide opportunities for professional development and collaboration between all partners.	• Advisory teams guide students on their individualized learning pathway. • 15 students are enrolled in the Remote Learning Pathway • Curriculum templates and roadmaps are built for remote learning students. • Students experience a blend of personalized and project based learning.	Students have access to a full-time multiage teacher for instruction. Increase interactions and build relationship with peers (5th day enrichment) Support the social and emotional learning of remote students. Students experience a blend of personalized and project based learning. • Students are more active and engaged with regards to their education.	More students can access the RSU 25 curriculum and educational experience. Students thrive and engage with curriculum in a modality that fits their needs. Student attendance improves. Students previously in danger of not graduating are completing their high school education. More faculty value the impact of personalized learning that can drive student academic outcomes and personal growth through collaboration with the Remote Learning Pathway Specialist.	An increase in career readiness and success for more RSU 25 students. Social and emotional well-being of students will be positively impacted. The approach to personalized learning improves student achievement.

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

During our innovation pilot we collected three specific sets of data to help inform the next steps to continue with implementation of the Remote Pathway.

Credits Earned. One of the major focuses of this pilot was to provide an alternative pathway that kept students on track towards obtaining a Bucksport High School diploma. We tracked the number of credits attempted as well as the number earned for each student while they were in the program. During our first year, 85% of our students earned the expected number of course credits. For middle school students we tracked course completion opposed to credits earned simply because they do not earn credits at the middle school level.

NWEA Data. We had all students in the remote learning pathway take both the Fall and Spring NWEA test in Math and Reading. Some students only took the Fall or the Spring assessment based on when they entered the remote learning pathway. This data will help inform which courses we will have students take within the Edgenuity platform to help keep them on track with their in-person peers.

Attendance. We collected attendance data on each student throughout their time in the pathway. This data set evolved throughout the year in regards to how we considered someone present or absent. We quickly realized that present means they were actively engaged in the Edgenuity platform on a daily basis. We were less concerned about what time of day they were engaged, just simply that they were actively engaged on

> that day. Like all attendance data, it is a very strong indication as to the success of a student earning course credit.

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

> We will continue to collect those three data sets as they are the ones that are most important to us. We will also look to track the mobility of our students moving into and out of the remote learning pathway. We want to know when students are moving in and out of the pathway, and for what reasons so that we can make adjustments to better serve our students.

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 / <mark>SPREAD</mark> / SCALE your innovation.

> **2023 / 2024 School Year**
>
> The goals of this program are to:
> - Provide a remote learning pathway towards a high school diploma for those for whom in-person learning is not a good fit.
> - Support social-emotional wellbeing of students who struggle with in-person learning by offering a remote learning curriculum.
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> Based on the learning and experiences from our pilot year, we have identified the following sustainability needs for the 2023-2024 school year:
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> - **Expand student enrollment.** Outreach efforts are planned in order to expand enrollment. The pilot's promising impact, given the attestations of support by students and parents, could be leveraged to market this pathway to a broader audience. This includes directed outreach to the homeschooling community in which students are more likely to have the ideal student profile. Staff noted that because of the pandemic, a considerable proportion of students were homeschooled, and some have yet to return to conventional schooling. This remote learning pathway offers an avenue for students to come back to RSU 25 but can still continue in the learning modality in which they have been successful.
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> - **Continue to build the student profile for a successful online learner.** Throughout the first year we tried to identify the characteristics that made students successful in the remote pathway. The goal is to create a profile that will help us identify students that would be able to obtain course credit through the structures provided by the remote pathway.
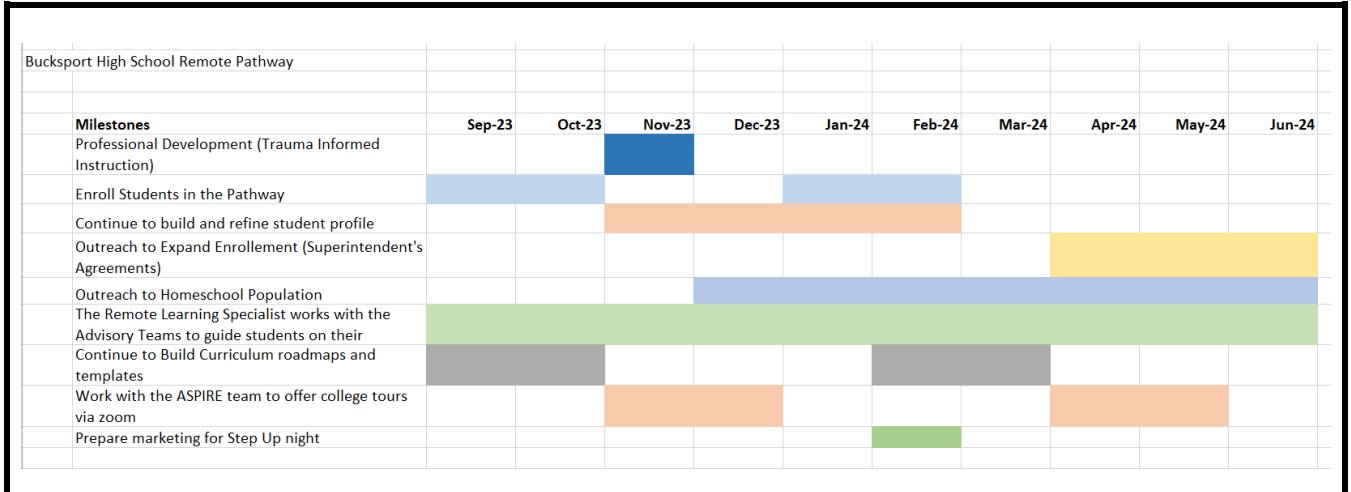
3 – 5 Year Plan

This program will continue to identify students that struggle with traditional in-person learning and need a specialized pathway. By continuing to learn from these early cohorts of students we will adjust programming accordingly so that students are able to obtain credits and earn their high school diploma. Policies surrounding online learning will continue to be developed and adjusted as we learn from the implementation of this pathway (i.e. attendance policy, co-curricular and extra-curricular policies, etc.).

There will be an ongoing effort to communicate and advertise to our homeschool population within the RSU to let them know about this remote pathway opportunity so that they can take advantage of the courses that we offer without the additional cost of purchasing a program. This is beneficial to the homeschool family, as they do not have the additional financial burden, and it also is beneficial to the RSU as it will receive subsidies for the students for the courses that they take.

Another goal is to Identify supplemental local funding sources. Key to sustaining the pilot is to identify additional sources of funding. RSU 25 was able to procure subscriptions for online courses for two years through the RREV pilot award. At the end of this period, the plan is to find funding for the online courses through local sources since a part of the pathway is also used for standards recovery. To support the full-time Remote Learning Specialist, the plan is to fund this position through the local budget over the course of the next two years.

B. UMaine GANTT Chart

Bucksport High School Remote Pathway

Milestones	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24
Professional Development (Trauma Informed Instruction)										
Enroll Students in the Pathway										
Continue to build and refine student profile										
Outreach to Expand Enrollement (Superintendent's Agreements)										
Outreach to Homeschool Population										
The Remote Learning Specialist works with the Advisory Teams to guide students on their										
Continue to Build Curriculum roadmaps and templates										
Work with the ASPIRE team to offer college tours via zoom										
Prepare marketing for Step Up night										

Section 4: Identify Key Expenses and Necessary Resources

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

Essential Expenditures:

Salary and benefits for Remote Learning Specialist (RLS) - $40,000 (Total required for the position: $75,279)

Necessary Resources:
- School funding for the RLS position (salary and benefits) not covered by RREV sustainability funds.
- Software licenses for the Edgenuity platform for credit attainment
- Ongoing professional development for the remote learning specialist.
- District provided Professional Learning Communities time to continuously align the remote pathway curriculum to that of the district (both academic and social-emotional).
- Penobscot River Educational Partnership (PREP)
- District Alternative Education
- RUS Special Education Department and Advisory Team Guides
- PEAR Assessment
- Collaborating Partners and Community Centers
- RSU 25 Guidance Counselors
- Policy changes to support the Remote Learning Pathway

B. Describe budget expenditures and necessary resources required to MAINTAIN / <mark>SPREAD</mark> / 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:
- Salary and benefits for the remote learning specialist. $75,279
- Software licenses for the Edgenuity program and instructional supplies. $16,721
- An additional (part or full time) remote learning specialist as the program grows. $40,000-$75,279

Necessary Resources:
- Ongoing professional development for the remote learning specialist.
- District provided Professional Learning Communities time to continuously align the remote pathway curriculum to that of the district (both academic and social-emotional).
- Penobscot River Educational Partnership (PREP)
- District Alternative Education
- RUS Special Education Department and Advisory Team Guides
- PEAR Assessment
- Collaborating Partners and Community Centers
- RSU 25 Guidance Counselors