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 While Bucksport Middle School was able to implement several aspects of our innovation pilot, we are still in the process of completing the construction and development of our Applied Learning Lab. This space is at the center of our innovation and its completion is essential to moving forward with many of the instructional aspects of our innovation. Therefore, our goal for the 2023-24 school will be to MAINTAIN the goals and action steps of the original pilot innovation. **Define sustainability need(s):** The primary need to "expand middle-level educational opportunities for students to explore and develop new and existing interests while building social, emotional, academic, and personal skills across the curriculum and within the community" from our initial innovation application still exists. In fact, given that the hub for where our innovation will take place [the Applied Learning Lab] was being constructed throughout the entire 2022-23 school year, the need for experiential learning focused on building relationships and connections has only deepened.
3-5 year plan **Identify:** MAINTAIN / SPREAD / *SCALE* Expand to all grade levels by 2025-26 school year. **Define sustainability need(s):** The short-term student needs identified above in the areas of engagement, attendance, and behavior stem from persistent, entrenched challenges in our community. High rates of poverty, addiction, and mental health challenges in the broader community mean that these student needs are likely to remain challenges for the foreseeable future and therefore *all* students in our school will benefit from experiential learning opportunities that build relationships, connectedness, and ownership within the school community.

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.

Bucksport Middle School is a semi-rural school with several demographic challenges. 58% of our students qualify for free & reduced lunch. As noted above, both chronic absenteeism and suspensions are high, as is the failure rate [23% pre-pandemic; 32% post-pandemic]. Because of the demographic challenges in our community, most of our students have limited opportunities to experience enriching, engaging, hands-on learning outside the school environment.

However, the premise of our innovation is that the initial success of our Students Taking Alternative Routes to Success [STARS] program is an effective way to address the needs and challenges identified above. The STARS program serves between 15-20 students each year. The Applied Learning Lab is an effort to scale up the success of the STARS program so that all students [and teachers!] in the school can experience the social-emotional gains associated with hands-on, experiential learning.

Section 2: Data Informed Sustainability

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

RREV District Logic Model

District: Bucksport Middle School; Applied Learning Lab

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

The RSU 25 school district identifies a need to expand experiential and hands-on learning to increase student engagement. Student-designed and built multi-use workspaces will provide opportunities outside the traditional classroom walls where students and teachers imagine, theorize, create, and explore core content curriculum through hands-on learning projects. The Bucksport Middle School Applied Learning Lab will include a greenhouse, aquaponics facility, makerspace, and kitchen to maximize opportunities for interdisciplinary, exploratory, and experiential learning. As a result, students will have more opportunities to generate ideas, connect to community challenges, and be engaged in relevant learning opportunities. Providing these spaces and these educational experiences helps to build community, enhance a sense of pride and ownership for learning and greater opportunities to build important life skills. The applied learning lab is being created to foster student voice and agency which can directly result in supporting student social/emotional skill development and an educational space where students and teachers find joy in learning together. The creation of these innovative learning spaces will build connections across the curriculum and within the community. This RREV innovation concept grew from a small program (STARS) designed specifically for highly disengaged vulnerable youth with the intent of connecting them with caring adults, focusing on social and emotional learning, and building student ownership in school. RSU 25, specifically Bucksport Middle School educators, recognized the success of this pilot program in meeting student needs and now have the opportunity through this innovation to serve the whole school community in learning that is motivating and effective. The Applied Learning Lab has the potential to improve student attendance, decrease disciplinary concerns, and improve academic growth.

Table 1. Project Logic Model[1]

Resources	Strategies and Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes	Impact
RREV program $$ Bucksport Middle School faculty and staff Rural Aspirations EL Learning Guides (3 faculty members) EL 7th & 8th Grade Level Teams (10+ faculty members)	Continuation of Experiential Learning (EL) Guide positions to lead the BMS faculty and staff in learning about EL, curriculum integration and cross-curricular and community collaboration. Experiential Learning Guides host a Summer Curriculum Design institute and invite interested teachers from BMS and MLS to learn more about the ALL and EL, as well as collaborate with each other. Design and Installation of aquaponics system Creation of an Experiential Learning Grade Level Teams which will utilize the Applied Learning Lab. The Experiential 7th & 8th Grade Level Teams will utilize design thinking and training for successful middle level PD. The BMS Applied Learning Lab (Bucksport Middle School) will host regular celebrations of student learning with community partners.	• Student presentations, poetry reading, and celebrations of applied learning occur in the Applied Learning Lab • Space for specific professional development opportunities for teachers supported by experts from the community. • Awareness of the Learning Lab is built through celebrations and grand opening events. • The creation of a menu of interdisciplinary projects that are adapted to meet student and community needs. • The Applied Learning Lab and associated learning guides will be available for consultation, support and co-teaching for all content areas and specialist professional development.	Students in 7th & 8th grade will participate in at least one weekly learning experience [academic and/or social-emotional] in the ALL by June 2024. EL Guides reach out to all teachers through the summer curriculum institute, PLC's, and on-going informal conversations to support teacher's initial ideas and work in integrating the ALL into their curricula by June 2024. The BMS community celebrates the addition of an Applied Learning Lab to our campus facility by June 2023.	All students and teachers participate in EL opportunities weekly by the end of the 2026 school year. Students and teachers in one Experiential Grade Level Team, in conjunction with community partners, have collaborative discussions which guide the design, use and offerings within the ALL by the end of the 2024 school year. EL Guides develop a database of interdisciplinary EL projects for teachers by the end of the 2024 school year. This will be continuously added to by EL Guides and other teachers and adapted to meet student and community needs. Students and teachers in one Experiential Grade Level Team share their excitement about experiential learning activities in the ALL with community partners, parents, students and educators through celebrations and reflection by June 2024.	To increase student and teacher engagement in learning. To foster student voice and agency in healthy and beneficial ways. To create more educational connections across the curriculum and within the community. To create an educational space where students and teachers find joy in learning together. Students and teachers feel supported in their SEL skill development and wellness.

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

Because of delays related to the building of the Applied Learning Lab facility, student and teacher access to the space was limited throughout the first year of our pilot. While the team of teachers worked hard to integrate hands-on, experiential learning in the Applied Learning Lab where possible, ultimately, we did not meet many of our outcomes in the 2022-23 school year. While we had high hopes that all STARS students would participate in a learning experience in the Applied Learning Lab, only 41% were able to. Similarly, only 15% of students in classes taught by EL Guides were able to participate. Because the work of Experiential Learning Guides was not bounded by the Applied Learning Lab facility and therefore less impacted by construction delays, we had better success in meeting objectives related to the EL Guides. For example, 100% of BMS teachers received EL Guide outreach and support, often multiple times throughout the year, which met and exceeded our objective.

Academically, there was some initial evidence- both quantitative and qualitative- that engaging in experiential learning activities supported student achievement. For example, scores on promotion standards in Art and Health classes taught by EL Guides increased from an average of 2.94 in the first trimester to 3.13 in the third trimester. Further, student interviews from the STARS program, which was the school's initial pilot for experiential, relationship-centered learning indicate the potential for such approaches across a broader population of the student population:

<u>Describe what skills you learned from this activity?</u>
"I learned to trust the process." - Bri
"Teamwork. I can apply that while doing groups in class." - Grace
"Leadership, teamwork, creativity, craftsmanship, thinking, respect." - Eric

<u>How did it feel to help?</u>
"It was honestly kind of fun, and it also kind of made me feel helpful." - Lanie
"Really good." - Brock
"I felt like a professional." - Cooper
"I felt useful." - Connor
"Good, because I worked hard and it paid off." - Gavrie

<u>What will you carry with you about this experience?</u>
"The fact that I was able to be known as someone who built the pizza oven." - Lanie
"It will be good for my future job." - James
"The knowledge I made a change in the school." - Keyara
"Teamwork, a huge learning experience, and respect for the school system." - Eric
"The fact that I was one of the original members of STARS to make the pizza oven that will be here for a long time." - Cami

<u>Because of this experience, I am…</u>
"Grateful" - Kyli
"A happier person." - Eric
"Happy because I did the most authentic thing I have done in school." - Gavrie

This is important, as other data sources indicate that the need for connection, belonging, and engagement is only deepening. The results from the 2022-2023 Gallup Student Poll, a survey with 22 items that measure student's views on engagement, hope, belonging and social and emotional learning, have shown us that we have a large, growing population of students who feel somewhat or actively disengaged from school (76%, up from 59% two years ago). We also have a very high number of students who identify themselves as struggling to manage emotions and voice their feelings in order to problem solve and manage social relationships. This has been exacerbated by the pandemic and is evident in our attendance and discipline data:

	2018-19 School Year	2021-22 School Year	2022-23 School Year
% Chronically Absent	18.4%	31.67%	25.00%
# of Suspensions	85	154	141

However, the Gallup Student Poll has also shown us that the majority of our students feel safe at school, feel as if they have trusted adults at school, and also have both academic and social aspirations.

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

Because we did not get to fully implement our pilot innovation in the 2022-23 school year, it was difficult to collect the data we had intended around our objectives as they were written assuming completion of the Applied Learning Lab by late winter. We still feel that those objectives and data points are worth paying attention to and would like to collect the data throughout the 2023-24 school year where the Applied Learning Lab is constructed and ready to go at the start of the school year.

We will need to make some slight modifications to the wording of the objectives. For example, the STARS program has been so successful that it has evolved into experiential grade level teams for all students in 7th and 8th grade. Further, the academic objective will need to be revised to identify a different group of "control" students who are not participating in experiential learning in the Applied Learning Lab.

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

Goal #1: All 7th & 8th grade students and teachers will have interacted with the ALL by June 2024.

Goal #2: Students in 7th & 8th grade maintain and steward key aspects of the ALL.

Goal #3: EL guides reach out to all 7th & 8th grade teachers through the summer curriculum institute, professional learning communities, and informal conversations to support teacher's initial ideas and attempts at integrating the ALL into their curricula.

Goal #4: The 7th & 8th grade teams each host a celebration of student and teacher learning with community partners, parents, students, and educators.

Goal #5: All 7th & 8th grade students use the ALL for mindfulness and self-regulation activities; several teachers outside the 7th & 8th grade teams are inspired by the possibilities for connecting their traditional content in an applied, experiential way.

A change in structure is needed to SCALE our innovation. The design of experiential grade level teams in 7th & 8th grade, including a weekly "exploratories block" class in the Applied Learning Lab, will be implemented for the first time in 2023-24. This also required a policy change in adjusting the schedule for 7th & 8th grade, with school board support.

A change in practice will help us SPREAD our innovation. In 2022-23, the EL Guides served "at large" in the sense that any teacher could reach out to any EL Guide and vice-versa. While this won't be restricted in 2023-24, we are going to embed EL Guides with specific grade level teams- one EL guide will be a member of the 7th grade experiential grade level team, one will be a member of the 8th grade experiential team, and the third EL Guide will be available to the 5th & 6th grade teams [but not a member of those teams under our current structure].

3 – 5 Year Plan

Goal #1: All students and teachers regularly teach and learn in the ALL and several grades have interdisciplinary, trimester or year-long projects grounded in the opportunities provided by the ALL.

Goal #2: The design, use, and offerings within the ALL are guided by collaborative discussions between students, teachers, and community resources; the offerings of the ALL are driven primarily by student and teacher interests and passions as well as community partnerships.

Goal #3: BMS will have a menu of interdisciplinary projects that are continuously adapted to meet student and community needs. Professional development time is devoted to teachers connecting across content and with the community.

Goal #4: The ALL will host regular celebrations of student learning with community partners, parents, students and educators.

Goal #5: Students apply the SEL skills they have learned through activities in the ALL to the regular classroom as well as non-school settings; teachers rely on their toolbox of social/emotional teaching strategies to respond to ever evolving social emotional and academic needs.

A change in structure is needed to SCALE our innovation by expanding experiential grade level teams to all grades, 5-8. This will also likely come with related policy changes to the school schedule, although the specific changes are not yet known and will need to be investigated during the 2023-24 school year.

A change in decision making practice and structures are needed to SPREAD this aspect of the innovation. There are currently no formal structures for students, teachers, and community partners to have collaborative discussions in our district. These will need to be developed and supported. Similarly, a change

in both practice and structure will likely be needed to SPREAD this innovation as current PD practices do not focus on allowing teachers to connect across content areas and with the community. A change in structure which provides more PD time to teachers might be needed, as well, as there are so many demands on educator time right now.

B. UMaine GANTT Chart

2023

	SY 23						SY 24					
	January	**February**	**March**	**April**	**May**	**June**	**July**	**August**	**September**	**October**	**November**	**December**
STARS Budget	Year 3- $40,000 *Funds for 1 design build, classroom supplies, classroom equipment, travel, PD, curriculum development*											
STARS Design/Build	Giving *Senior center, stuffed animals, maple syrup*			Finish Outdoor Classroom *Make sign, build storage, plant veggies/flowers*				Use of Classroom, ALL, Oven *Welcome community back to school*				
STARS PD/Curr.	3 hrs/ Month Meeting *STARS Planning & Support*						Summer Inst *3 days*					
STARS Other					Greenhouse/ Kitchen Open House	Celebration @ Hurricane Island?		Summer Kickoff *3 days*				
RREV Budget	Funds Available Initial RREV Award- $250,000 *Construction of greenhouse/kitchen + aquaponics system; professional development; curriculum integration*						Funds Available RREV Extension- $100,000 *Experiential learning supplies & equipment; professional development; curriculum integration*					
RREV Design/Build	Greenhouse/Kitchen *Construction*			Aquaponics System *Design & installation of system*		Finish Work *Landscaping, accessibility, etc.*						
RREV PD/Curr.	Experiential Learning Guides *Push in to existing curriculum; on-going support for guides*						Training for EL Guides	Curriculum Design Institute	Experiential Learning Guides *Push in to existing curriculum; on-going support for guides* *Focus on 7th & 8th grade experiential teams*			
RREV Other	Explore Creation of an Experiential Team for grades 7 & 8 *Use design thinking to create one grade that fully utilizes ALL space & middle level concepts*					Middle Level Institute *PD to prepare teachers to be part of a middle level team*						
LOCAL Design/Build										On-Going Stewardship *on-going "care & feeding" of outdoor classroom, greenhouse/kitchen, and aquaponics system*		
LOCAL PD/Curr.												
LOCAL Other									Pilot Experiential Middle Level Team in grades 7 & 8 *On-going support and training from Middle Level Graduate Certificate courses at UMaine Orono.*			

2024

	SY 24						SY 25					
	January	**February**	**March**	**April**	**May**	**June**	**July**	**August**	**September**	**October**	**November**	**December**
RREV Budget	Funds Available RREV Extension- $100,000 *Experiential learning supplies & equipment; professional development; curriculum integration*											
RREV Design/Build												
RREV PD/Curr.	Experiential Learning Guides *Push in to existing curriculum; on-going support for guides* *Focus on 7th & 8th grade experiential teams*											
RREV Other												
LOCAL Budget							Local Funding- $17,403 annually [estimate]					
LOCAL Design/Build	On-Going Stewardship & Evolution via STARS Class *Responsible for on-going "care & feeding" of outdoor classroom, greenhouse/kitchen, and aquaponics system; routinely engaged in design process to keep spaces fresh & aligned w. needs of school.*											
LOCAL PD/Curr.	Design Experiential Middle Level Teams *Scale to grades 5 & 6*							Curriculum Design Institute	Experiential Learning Guides *Push in to existing curriculum* *Focus on 5th & 6th grade experiential team*			
LOCAL Other						Celebration @ Hurricane Island?		Summer Kickoff *3 days*	Implement Experiential Middle Level Teams in grades 5 & 6 *On-going support and training from Middle Level Graduate Certificate courses at UMaine Orono.*			

2025

	SY 25						SY 26					
	January	**February**	**March**	**April**	**May**	**June**	**July**	**August**	**September**	**October**	**November**	**December**
LOCAL Budget	Local Funding- $17,403 annually [estimate]						Local Funding- $17,403 annually [estimate]					
LOCAL Design/Build	On-Going Stewardship & Evolution via STARS Class *Responsible for on-going "care & feeding" of outdoor classroom, greenhouse/kitchen, and aquaponics system; routinely engaged in design process to keep spaces fresh & aligned w. needs of school.*											
LOCAL PD/Curr.	Experiential Learning Guides *Push in to existing curriculum* *Focus on 5th & 6th grade experiential team*							Curriculum Design Institute	Experiential Learning Guides *Push in to existing curriculum*			
LOCAL Other						Celebration @ Hurricane Island?		Summer Kickoff *3 days*	Implement Experiential Middle Level Teams in grades 5 & 6 *On-going support and training from Middle Level Graduate Certificate courses at UMaine Orono.*			

Section 4: Identify Key Expenses and Necessary Resources

A. Describe budget expenditures and necessary resources required to MAINTAIN / SPREAD / SCALE your innovation THROUGH June 2024 **Elaine will provide a copy of your current budget.

Essential Expenditures:

$15,000 Experiential Learning Guides: continued training, support, stipend for time beyond school day.

$8,780 STARS Class Support: continued support and stipend for time beyond school day.

$2,000 Summer Curriculum Institute: contracted planning & facilitation; stipends for EL Guides to assist in planning & facilitation.

$3,354 Middle Level Summer Institute: professional development for one experiential grade level team.

$70,866 Applied Learning Lab use: experiential learning supplies, stipend for feeding fish, watering plants during breaks and vacations. Funds will help equip and supply Applied Learning Lab beyond the end of the RREV grant to help transition sustainability to the local budget.

Necessary Resources:

EL Guides [existing teaching positions; RREV supports small stipend]

Experiential grade level teams [10+ staff members] + schedule which supports teams

Summer Curriculum Institute- teacher participation

Middle Level Summer Institute [financial support for 2nd experiential grade level team] and Middle Level Graduate Certificate Program via UMaine [6 credits/teacher]

Newly constructed Applied Learning Lab + other outside learning spaces [outdoor classroom, pizza oven]

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:

$6,804 Experiential Learning Guides: stipend for time beyond school day.

$1,134 Summer Curriculum Institute: stipends for EL Guides to plan & facilitate.

$9,464 Applied Learning Lab use: experiential learning supplies, stipend for feeding fish, watering plants during breaks and vacations.

Necessary Resources:
EL Guides [existing teaching positions + local funding of stipend]
Experiential grade level teams [24+ staff members] + schedule which supports teams
Summer Curriculum Institute- planning, facilitation, and teacher participation
Middle Level Summer Institute and Middle Level Graduate Certificate Program via UMaine [on-going financial support]
Newly constructed Applied Learning Lab + other outside learning spaces [outdoor classroom, pizza oven]