

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

Our pilot-identified needs included increasing student engagement, supporting the development of social-emotional skills, and growing the Eco-literacy of our students.

The sustainability plan will continue to address the increase in disengagement in learning, an increase in the social-emotional health concern of our students and creating students that are eco-literate. The RSU 35 plan will continue the work of nature-based learning to address these problems and to specifically engage students that experienced a pattern of chronic absenteeism.

Whether it be anxiety, depression, attention challenges, needing support with friendship problems, and stick-with-it-ness, struggling students need support to remove these barriers to improve academic growth and well-being. The RSU 35 pilot will continue the innovation pilot to help students be more aware of and improve their social-emotional health and social skills.

Students are telling us what they want: they want to be outside. This want coincides with our growing need to create an eco-literate school community. Eco-literacy is a multi-impact intervention that will address our students’ disengagement and SEL concerns, as well as make them good stewards of our planet.

Our innovation was designed to support all students at MGWS with the intention of ensuring greater equity with regard to outdoor learning. This work has begun by ensuring all students have access to gear, expanding Woodland and Wonder and including classroom teachers on and off campus trips, and professional

development offerings. Smaller cohorts of students also participated in outdoor learning experiences including vernal pool exploration, orienteering, and team building sessions with an outdoor educator from the Browne Center.

Our pilot ensured that all students at MGWS had opportunities to engage in outdoor learning regardless of classroom placement during the 2022-23 school year. Secondary to the advocacy of our school principal and presentation to the school board, funding for the Browne Center was included in the budget for the 2023-24 school year.

As innovators, however, we recognize the need for additional work to ensure the maintenance and integration of outdoor learning experiences into our teachers' regular practice so that students consistently experience the benefits of our nature-based pedagogy and outdoor classrooms. This can be accomplished through integrating units of instruction with outdoor learning, continued professional development, co-teaching opportunities, and opportunities for additional adult support for classrooms engaged in outdoor learning. In addition, Woodland and Wonder teachers will complete CPR and Wilderness First Aid. Though baseline access has been achieved, there continues to be notable variability from classroom to classroom. In addition, there is a need to broaden our efforts to include special education teachers.

3-5 year plan

Identify: MAINTAIN/SPREAD/SCALE

The RSU 35 pilot-identified student need of increasing student engagement, supporting the development of social-emotional skills, and growing the eco-literacy of our students will continue to be addressed through nature based pedagogy and we identified the following as needing to be addressed in order to meet these student needs.

In order to sustain our work in outdoor learning, it needs to be recognized as an essential value by our staff, students, community, board, and administration. Communication with these stakeholders needs to be ongoing to ensure continued financial support in the budget. In addition, outdoor learning needs to be considered during the interview process for new staff and teachers at MGWS.

In May of 2023 the innovation team met with the superintendent and curriculum coordinator their vision to maintain, spread, and scale outdoor learning. They are very supportive, confirmed the support of the board, and recognized the need to grow responsibly to ensure sustainability. In order to ensure sustainability of our innovation, systems designed to maintain our materials and spaces are essential. Communicating to students and staff what these systems are is a component of this need. Having practices in place to check out gear, manage hammocks, signing out the meditation space, cleaning outdoor spaces in the spring and fall, garden and fruit orchard maintenance are all aspects of our innovation that require a community of students, staff, and volunteers to be involved. In order to ensure the efficiency of our innovation, preparing our incoming fourth graders for outdoor learning is ideal. Beginning in the fall of 2023 and continuing forward, we will communicate with parents at an open house about our values and opportunities regarding outdoor learning.

In the spring of 2024 and continuing forward, we will add an outdoor learning experience to 3rd grade step-up day for students and 3rd grade teachers. Beginning in the 2024/2025 school year we will invite 3rd grade

teachers from the two lower elementary schools to participate in ongoing professional development. From this cohort, we will determine what teachers might be interested in joining with another 4th or 5th grade class in 2-3 outdoor learning experiences. This initiative would be initiated during the 2025/2026 school year and continue forward.

In order to sustain our work in outdoor learning, it needs to be recognized as an essential value by our staff, students, community, board, and administration. In May of 2023, the innovation team met with the superintendent and curriculum coordinator their vision to maintain, spread, and scale outdoor learning. They are very supportive, confirmed the support of the board, and recognized the need to grow responsibly to ensure sustainability.

- 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.

Our original innovation was designed to provide **every** student opportunities to participate in outdoor learning to promote engagement, social-emotional development, and the eco-literacy skills of our students.

Though all students have engaged in outdoor learning during the 2022-2023 school year, our goal with the sustainability plan is to increase the frequency of opportunities for our students. While we will continue to engage our fourth and fifth grade teachers with support of materials, resources, and professional development we want to intentionally connect with our teachers that provide services for students requiring special education. Our special education team consists of 4 additional teachers and 7 support staff. None of these teachers participated in professional development, none are involved in the outdoor learning committee, and none take their students outdoors. The population of students that received special education services during the 2022-2023 school year was 87 students.

In addition, we want to improve the efficiency of our innovation by providing some introductory experiences with our rising third graders that attend two other district schools (Central Elementary/Eliot Elementary). Learning to view the outdoors as a space for learning can take some practice for students. By giving these experiences to our students as third graders, they will be more prepared when they transition into MGWS as fourth graders. Our district third-grade team consists of 8 teachers and approximately 145 students.

The data regarding chronic absenteeism among the special education population was positive reflecting a decrease in the percentage of students missing days of school. Analysis of the overall population however

reflected a slight increase in the percentage of students missing school. It was important to note however, that 33% of the students that were identified as chronically absent were over the threshold by 1-2 days. The team is hoping that components of the sustainability plan, including the After School Adventure Club, as well as school culture changes regarding absenteeism will further support attendance/student engagement moving forward.

As part of our innovation, every student in fourth grade has benefited from Woodland and Wonder, engaged in outdoor learning opportunities through the Browne Center, developed orienteering skills, engaged in outdoor experiences during their specials (e.g. art, library, and gym) and has a teacher that has engaged in professional development with an outdoor consultant.

As part of our innovation, every student in fifth grade has benefited from Woodland and Wonder and engaged in outdoor experiences during their specials (e.g. art, library, and gym). Two classes benefited from opportunities to engage in a gardening project focused on the mitigation of invasive plants, two classes engaged in a vernal pools science project and one teacher has engaged in professional development with an outdoor consultant.

In addition to data collected and referred to later in this plan, student testimonials as those below have informed our sustainability plan as mentioned earlier in our efforts to increase the frequency of opportunities for our students.

“The trees make me smile. The birds are like the best music in my ears, going outside wakes me up and makes me smile. Woodland and Wonder is my favorite part of the day. I would hate having to give that up.” - Nathan

“I love being able to have classes outdoors because it makes me calm and focused. It also helps me be able to get fresh air and be able to think better. Being outside makes me feel at peace.”-Lilly

OUTDOORS by Robert and Pedro

Kids work all day in one classroom so when kids go outside they have fun while learning.

It relieves stress and helps you focus.

Kids need the feeling of just being able to go outside and explore.

Even when we are learning outside we get to explore and see some of nature's wonders.

I am Robert and my class goes outside every day. When we go outside we are all tired and the cold morning wind wakes us up every day.

I'm Pedro and I like the outdoors because I get to hang out with my friends and it help me focus on my work.

Us kids like the outdoors because it can be calm but chaotic, quiet or loud that's why we kids like the outside.

We like the smell of nature and we like to play as well.

Section 2: Data Informed Sustainability

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

Resources/Inputs	Strategies/Activities	Outputs	Short Term Outcomes Year 1	Long Term Outcomes Year 2	Impact
Instructional Coach and MGWS teachers	Staff survey to identify interest and ideas around improving outdoor learning and PD opportunities	survey conducted	Ideas from essential stakeholders analyzed for future PD opportunities Professional development experiences in outdoor education initiated Year 1: -Anne Stores: fall coaching: 3 sessions winter coaching: 3 sessions spring coaching: 3 sessions coaching will include- modeling with class and debrief for individual teachers, as well as, cohort coaching	Professional development experiences in outdoor education as needed and as funding opportunities allow Staff obtain the competencies to engage in outdoor learning with students Essential stakeholders are invested in outdoor education initiatives because they were given a voice in the design of PD opportunities	Teachers are able to provide outdoor educational experiences that support academic and social emotional objectives for students Outdoor learning opportunities is provided with greater equity across classrooms
Jerry and 4th-grade team	Reach out to UNH's Browne Center	Develop a plan to provide every 4th grade student with on an offsite team building and SEL skill development experiences.	Every 4th grade student and teacher will participate in 2 on site sessions with facilitator from the Browne Center designed to support team building and group problem solving Every 4th-grade student will travel to UNH's Browne Center to access ropes courses.	Experiences and techniques obtained through interactions with the Browne Center will continue to be implemented utilizing onsite ropes course Efforts to secure ongoing funding for Brown Center trip will be sought (possible sources include petitioning the board, PTO, or MEF)	Secondary to the pandemic, this group of fourth graders has not had a typical school year experience since kindergarten. The intention of this component of the RREV grant was to instill a strong sense of belonging to peers, teachers, and school.
Cool AID Advisors (Wendy and Sara)	Cool AID advisors design outdoor learning experiences for a group of at-risk students in order to: -grow positive peer relationships -grow a sense of belonging and connection to school -grow ecoliteracy and a positive relationship to , the outdoors	Create a schedule for Cool AID the incorporates a set of unique outdoor learning opportunities	Engage in motivating and inspiring off site outdoor learning experiences for Cool AID student members	Outdoor learning opportunities remain ongoing both on an off site	Continue to seek other funding sources to ensure opportunities for new Kool Aid members are able to engage in off site outdoor learning adventures Continue onsite outdoor learning opportunities for Cool Aid membership to include low ropes elements installed as part of RREV award

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

Analysis of the Panoram Survey indicated that by the conclusion of the 2022-23 school year the majority of GWS students felt connected to an adult at school that they could count on. In addition, an even greater majority of students felt connected to a friend at school that they could count on. This sense of connectedness at school supports student engagement and reflects the development and maintenance of relationships among students of the GWS community.

I. Student Engagement:

Attendance:

Though our attendance data regarding our special education population indicated a reduction in absenteeism by 8%, our school-wide data remained static. Our initial pilot provided universal support to our entire school population. Though essential to creating a school culture that promotes student engagement and attendance, our efforts proved insufficient in changing the attendance patterns of students experiencing chronic absenteeism.

In response to this analysis, our sustainability plan includes an after-school Adventure Club. This is a direct-support initiative to specifically engage students that experienced a pattern of chronic absenteeism during the 2022-23 school year. The club would provide students and families with the following supports:

- an opportunity to recognize good and improved attendance
- additional positive adult connections within the school
- regular small-group learning opportunities with peers

Woodland and Wonder Survey:

Our overall data regarding “student feelings” toward Woodland and Wonder were positive (76.4%).

In response to this analysis the pilot team wants to tease out additional information regarding student engagement. As this is an opportunity that challenges students in a variety of ways (e.g. being outside, physical demands, weather), the pilot team wants to be able to answer the following question: Is there a significant difference regarding “positive feelings” between the two grade levels? This more specific data would give insight into whether there is a difference between students who have had one year versus two years of Woodland and Wonder instruction.

As part of our sustainability plan, our intention is to maintain the expansion of Woodland and Wonder which includes the GMRI Hemlock Woolly Adelgid work and field trips to local GWRLT preserves. In addition, it supports the purchasing of technology that allows for observational data entry and nature-based apps/tool use.

II. Social Emotional Health

Panorama Survey:

Our Panorama Survey data regarding student connectedness to peers and adults yielded positive change from the beginning to the end of the 2022-23 school year. Based on discussions with our school counselor, however, it is important to recognize the portion of students who lacked peer and adult school connections at the end of the year (17% for an adult/7% for a peer).

In response to this analysis the pilot team wants to use the same survey questions on the Panorama Survey as a mini check-in beginning in October of the 2023-24 school year:

- Do you have a teacher or other adult from school who you can count on to help you, no matter what?
- Do you have a friend from school who you can count on to help you, no matter what?”

Shifting the acquisition of this data from a computer to a mini-interview will support the team’s capacity to provide additional support for individual students. Follow-up check-ins could occur as needed for specific students throughout the year. A final whole-school mini check-in would occur again at the end of May to assess overall change.

Student Testimonials:

The student testimonials regarding outdoor learning and how it made them feel yielded positive, thoughtful responses.

Sample student testimonials regarding social emotional development:

1. In what ways do you think learning outside affects you?

“It affects my feelings and energy. It 100 percent makes me connect more with nature and lets me let out my anger and fills me with happiness. Makes sense?”

“I think learning outside is a great way to improve your health and mindset.”

In response to this analysis, our sustainability plan supports the completion of spaces for student outdoor learning including the meditation garden, fruit orchard, hammock grove, and tree deck.

III. Eco-literacy**Student and Teacher Survey/Observation:**

Changing a teacher’s pedagogy takes time. At GWS, teacher data reflects that a majority of teachers are willing to engage in professional development (53%), partner with Woodland and Wonder teachers (93%), and use outdoor spaces with regularity (70%). Student data, however, indicates that aside from Woodland and Wonder under 50% go outside weekly for a lesson. Though GWS is making strides to increase outdoor learning, our goal of increasing equitable opportunities for students continues to remain relevant.

In response to this analysis our sustainability plan continues to support the maintenance of universal experiences for the students of MGWS to ensure a degree of equity for learning outdoors. Experiences such as the Browne Center work in 4th grade and the expansion of the Vernal Pools project for the entire 5th grade (RREV funded a two-class pilot funded during the 2022-23 school year) remain important. Woodland and Wonder continues to be essential, as well as, professional development opportunities for teachers. In addition, the data supports our plan to move forward with structural projects, such as the hammock grove and meditation garden. These spaces may prove more accessible to teachers that have greater reticence taking their classes outdoors. Taking a class of students out to read in a hammock requires a different set of expectations versus working in the woods to identify angles in nature. Our plan provides scaffolded opportunities to learn outdoors for both teachers and students.

Student Testimonials:

The student testimonials regarding the Hemlock Woolly Adelgid, as well as, learning through nature-based games indicated gains in understanding the natural world and the manner in which we can learn, impact, and benefit from our interactions with it.

Sample student testimonials regarding eco-literacy skills:

1. Why do you think you participated in the Hemlock Woolly Adelgid Data Collection work?

"I think we participated in gathering the hemlock wooly adelgid information because it would teach us to gather information correctly. I learned that the hemlock wooly adelgid is invading most hemlock trees. I also learned how to identify a hemlock tree."

"I think we learned about it so we can be aware of what is happening to trees and forests. I learned so much about the species and the Hemlock tree. It was a great experience."

"To help the scientists get more info about them and to stop it from spreading to every tree. And I learned that they kill the trees and they are bad and an invasive species."

"I learned that children could help with stuff thats a big deal"

"To learn about invasive species that are killing trees and plants. Also it was fun."

In response to this analysis our sustainability plan supports the maintenance of the GMRI data collection project on the Hemlock Wooly Adelgid for our fourth-grade students. Another project, to support the growth of observation, identification, data collection, and reporting will be developed for our 5th graders for the 2023-24 school year.

Teacher Observation Data:

Through our innovation we also wanted to increase the frequency of outdoor opportunities for our students and provide greater equity across classrooms. We addressed this through the provision of professional development opportunities and the establishment of a gear closet. At GWS, 53% of teachers volunteered to engage in professional development targeting outdoor learning (8/15 teachers). At GWS, 93% of teachers volunteered to participate in the Hemlock Wooly Adelgid data collection trip with their students (14/15 teachers).

During the 2021-22 school year, 19% of teachers regularly used established spaces to support student learning. During the 2022-23 school year, 70% regularly used established spaces to support student learning during the 2022-23 school year.

Analysis of teachers' engagement in offerings targeting outdoor learning indicates that a majority of teachers are willing to participate and grow their capacity to provide outdoor learning experiences for their students. Analysis of the use of outdoor spaces reflects an overall increase by teachers. It will be important to see if the trend continues as more outdoor structures are completed (e.g. tree deck/hammock grove/meditation garden).

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

New data that we will need to collect to inform our sustainability plan includes:

What do we need to learn

- Identify students at risk for low attendance based on chronic absenteeism data from the 2022-23 school year. Students will be invited to join the Afterschool Adventure Club. Data will be collected throughout the year.

- Identify students who are developing a pattern of chronic absenteeism based on data collected September through November (2 or more days per month).
- Identify students at risk secondary to a lack of connectedness based on mini check-in conducted in October. Individual supports will be identified to support the growth of peer and adult connections. This may include lunch group opportunities, invitation to Cool Aid, adult mentor, and/or intramural invitation based on student interest.
- Survey interest of third grade teachers in collaboration opportunities to determine the depth of willingness to foster a partnership.

Analysis of students' overall feeling regarding their participation in Woodland and Wonder indicated that 77.6% of students (184/237 students) had positive feelings regarding their experiences. It is important to recognize that for some students being outside in all kinds of weather and pushing themselves to confront new experiences is challenging. Next year, it would be interesting to determine if there is a difference in student feeling depending on grade-level/ 1 year of outdoor experience-4th graders versus 2 years of outdoor experience-5th graders.

Section 3: What is the intended impact of your sustainability plan

A. Describe the goals and milestones 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

Our goals in 2022-23 were to increase student engagement, teach students skills to manage and positively impact their SEL, empower teachers to feel more confident and prepared to facilitate nature-based learning, and improve our students' and school community's understanding of eco-literacy.

Our goal was to build student engagement and a sense of belonging through nature-based education. We accomplished this through:

- 4th Grade field trip to the Browne Center ropes course for 150 students.
- 4th Grade Orienteering Unit with classroom teachers and 150 students.
- 20 Cool A.I.D. (Academics in Disguise) students participated in 2 nature-based field trips to increase students' sense of belonging due to their at-risk status.

In 2023-24 we will build the low ropes course on campus so that students can participate regularly in team building and 'challenge by choice' activities. The district will continue to fund field trips to the Browne Center to use the high ropes course. Our data on chronic absenteeism shows the need to work with students in small targeted groups. We have seen improved attendance in our special education and COOL AID students so we are scaling this innovation to start the Afterschool Adventure Club for chronically absent 4th graders.

Students will be invited each trimester so that we can invite 30 students across the year and transition appropriate students into Cool AID. Both the ropes course and targeted school clubs will allow students to build confidence and feel more connected to the school community.

We also plan to spread our innovation to include 6 third-grade classes at our two feeding primary schools in the spring of 2024. Our plan is to have our third-grade classes participate in a Woodland and Wonder class as part of their step-up day experience.

Our goal was to strengthen the social-emotional health and well-being of our students and school community through nature-based learning and empower them with strategies to continue this work as they grow.

Projects included:

- Work with an artist in residency and an art teacher to establish a mural in our meditation garden in a quiet, underutilized corner of the schoolyard for all classrooms to use on a regular basis.
- Staff work with Anne Stires to continue professional development and coaching cycles in SEL and The Nature Connection.

This summer the deck for the meditation garden will begin and in the fall the artist in residency will begin to work with students to create a mural for the outdoor space. 100% of our 4th grade team and 1 member of our 5th grade team participated in the Nature Connection Cohort. In the fall, the teachers in the Nature Connection Cohort will continue to engage with our education consultant to develop curriculum to increase outdoor learning opportunities for students. We will spread this work by integrating several more 5th grade teachers into the Cohort. The meditation garden, expanded SEL work, and professional development will allow students to build their SEL skills and give them a space to calm and focus on improved self-care and well-being.

Our goal was to affect teachers' confidence and skills through professional development and community partnerships. Projects included:

- Grade-level teams worked with the Outreach and Education Coordinator at the Great Works Regional Land Trust, and Meggie Harvey from the Gulf of Maine Research Institute. These partnerships provided instruction to our students about climate change and supported their development into becoming citizen scientists.
- Our innovation project made our campus more functional and accessible for teachers and students. A shed, composite picnic tables, and adding an additional outdoor classroom eliminated barriers to outdoor learning by improving material accessibility and ease with which teachers facilitated collaborative opportunities. Also having resources like sit-upons, tarps, wagons, and sleds made getting students outside easier.
- We provided the clothing for a class to access the outdoors in all types of weather so they are comfortable and can learn. Our Gear Closet was built, filled, and organized so that students had access to clothing every day and made it easier for teachers to plan outdoor learning lessons.

This coming year we will continue to work with both the GWRLT and GMRI so that all 300 students participate in citizen science and data collection. 150 4th graders will continue to participate in the Hemlock Woolly Adelgid project, and we will expand the program by adding the Invasive Green Crab project to the 5th grade curriculum of Woodland and Wonder for 150 students. 5th grade will also expand so that all 150 students will visit the Rachel Carson Preserve for the capstone lesson of the Estuary unit, as well as the Vernal Pool citizen science project. Teachers will work with GMRI to build upon these lessons and units throughout the school year.

Our campus continues to be more accessible to outdoor teaching lessons. This year we will build the hammock grove for classes to use for outdoor reading. As we plant 14 fruit trees, we will add to the materials and resources in our shed to maintain the orchard and work on developing a unit on the importance of pollinators with ReTreeUs. Several teachers are meeting this summer to write units that incorporate outdoor learning and get students outside throughout the school year. By providing professional development, curriculum planning resources, upkeep and expansion of our outdoor learning spaces and materials we can make outdoor learning sustainable at GWS.

3 – 5 Year Plan

Structures

Our sustainability plan will continue to improve systems that are designed to ensure the maintenance of our new outdoor spaces. These systems include:

- reservation systems for identified spaces: hammock grove, meditation garden, tree deck classroom
- classroom caretakers/student landscaping groups for stump circle classrooms, gardens, and fruit orchard
- annual community workday to maintain and prepare spaces for summer

These systems ensure the ongoing care of our structural resources and provide opportunities for students, staff, and members of our community to take an active role in preserving them.

Practice

Our sustainability plan will include opportunities for teachers and staff to obtain CPR and WFA certification for those that have demonstrated a commitment to providing students with regular outdoor experiences. The goal is to ensure that student safety is not a barrier for our staff in providing students outdoor learning opportunities.

In addition to continuing professional development for MGWS staff, our sustainability plan will include opportunities to collaborate with third grade teachers to increase the efficiency of going outdoors when students transition into fourth grade. To accomplish this, opportunities for third grade teachers to attend professional development and bring their classes to MGWS will be organized.

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.

<p>Essential Expenditures:</p> <ol style="list-style-type: none">Professional Services \$8,000<ul style="list-style-type: none">2 outdoor teacher stipend \$4,0002 After School Adventure Club Advisors \$4,000Purchased Professional and Technical Services \$11,500<ul style="list-style-type: none">outdoor learning consultant work \$7,500Afterschool Adventure Club \$4,000General Supplies \$ 17,000<ul style="list-style-type: none">Ropes Course Elements \$15,000Garden and Orchard Supplies \$2000Property<ul style="list-style-type: none">technology for data collection/research \$2,500Miscellaneous and Debt Service \$1,000<ul style="list-style-type: none">Transportation
<p>Necessary Resources:</p> <p>Ryan Cormier-Finance Todd Hughes-Facilities Ed Hubbard-Head Custodian Outdoor Learning Committee Stakeholder Support Other Financial Sources: Marshwood Educational Foundation, MGWS Parent Teacher Organization RREV Coach</p>

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.

<p>Essential Expenditures:</p> <ul style="list-style-type: none">Browne Center facilitator and ropes course trip for 4th grade: \$11,000Woodland and Wonder transportation for 10 field trips to a GWRLT property for community science: \$1500Garden and Orchard Supplies: \$2000Updated gear: \$1000
--

- Continued staff development opportunities for teacher: \$5000
- Ropes course yearly inspections \$950

PTO Teacher Grants, Marshwood Education Foundation Grants, and outside grant opportunities will be pursued to fund these essential expenditures.

Necessary Resources:

- School/Building Budget
- Business sponsors
- Woodland and Wonder Teachers' salaries for 1 day a week
- Transportation and curriculum support for 5th grade
- Transportation cost to bring 3rd graders to GWS for Woodland and Wonder transition lessons and hike
- Transportation cost to connect middle school and GWS classes for units of study. Example: 7th grade students and GWS students for units/lessons on invasive species, etc.