

## 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**

As stated in Oceanside High School’s (OHS) original pilot template for innovation, we have a population of students who have experienced trauma, are disengaged and distrustful, and lack multi-grade connections. These issues existed pre-covid and were exacerbated by the pandemic. Some student challenges include: low socio-economic status, exposure to and/or use of substances, and overall apathy about education. In our original innovation, a primary goal was to pilot partnerships between special education, alternative education, and the general education programs. The focus on these partnerships is to engage students within the community, get outside, and create new partnerships amongst specialties at OHS. This will allow them to see what the local outdoor resources look like, and gain access to the specialists in the area who facilitate team building in connection to those spaces. Oceanside’s innovative experiential learning program is needed to help our students overcome the academic, social, and career barriers that are in front of them. This program not only supports students, but also actively engages staff who are involved with our most at-risk youth. After receiving training, they participate and experience the programming along with the students. This has the potential to carry over into classroom settings as mindsets shift around instructional innovation. The experiential learning pathway pilot during year one has allowed students to provide feedback in ways they wanted the program expanded, and allowed for staff to suggest areas of improvement for year two.

The initial evidence for need at OHS for the pilot was demonstrated by the student's inability to be successful in the traditional classroom setting. This included poor attendance, as evidenced by just under 1/3 of students attending their intense support programming, and truancy concerns with students at alternative ed. Increased in-school suspension and out of school

suspensions were due to elopements, fighting in the hallways, selling drugs in school, use of substances at school, and lack of apathy in attending.

The experiential pilot programs developed at OHS allows students to explore the outdoors, find success outside the classroom, includes exposure to local careers on our waterfront and in science, and helps prepare them to see themselves in a world that doesn't involve traditional education. Most importantly, these experiences assist with the development of "soft skills" and allow our students space and time to develop social skills appropriate for a variety of settings. These skills help meet the state's Life and Career Ready standards. Oceanside plans to continue our outdoor experiences program, and grow it into a more formal class titled Experiential Education Opportunities (EEO), as well as include Trekkers into our weekly programming at our alternative program NOVA.

During year one of the pilot, the participating students demonstrated an increased desire to participate in more experiential learning. After the first expedition more students requested to go on the second one than we were able to accommodate. The regular education students who also hadn't had a connection with the social worker prior to the expedition had increased requests to utilize her outside of the outdoor activities. Based on that evidence students would benefit from making this a regularly scheduled program, and spreading it to include more students would be impactful.

**3-5 year plan**

**Identify: MAINTAIN / SPREAD / SCALE**

**Define sustainability need(s):**

As a team, we understand that to best serve our population we need to support and grow our program. We had 40 applicants for our alternative program that could only support 15 spots. The demand, and need, for alternative education continues to grow. During years two to five, we will learn how to include a more robust student base to help foster the development of community. One of the biggest data points we have seen is that school choice is an option for St. George, who historically chose OHS as the school to attend. Through COVID, those numbers decreased and we are now at a point where no high school student chose to attend OHS this school year. Bridging the gap between our 8<sup>th</sup> grade was an initial goal, but we also envision including St. George 8<sup>th</sup> graders as well.

We will continue, and grow our partnership with Trekkers, including fundraising to continue long term programming with them. We will also continue to partner with all local opportunities that get students outside, connected to the outdoors, experiences with local trades and career opportunities, and work to collaborate with our Extended Learning Opportunities coordinator to harness the connections they have that could benefit our program and pilot mission.

**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.

The number of students who are struggling to find success in the classroom is staggering. The traditional examples of attendance concerns and course completion exist amongst not only our current targeted population, but also the larger school student samples. Many of the students, successful or not, will describe school as a thing to do, not a thing to enjoy. By working to expand our EEO and our alternative program, we can re-engage and connect our students to learning.

Currently our staff has received training about what alternative education is, and how it can help students. It has outlined that there are many types of students who could be an “alt kid” and to not sink into our own biases of what it means to receive education through a nontraditional education model. We have had four students identified and they will participate, along with others who want to attend on their own, and information session to learn more about NOVA and how our RREV innovation ties into their time there. Later in the year, we will offer the same type of information sessions to our current 8<sup>th</sup> graders about our EEO program. We may have some additional students sign up for NOVA mid-year as some spots have opened up as a result of students switching districts.

**Section 2: Data Informed Sustainability**

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

**RREV District Logic Model**

**District:** [Add District Here](#)

**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**

All students are expected to learn in a way that meets the need of the average learner.

**Table 1. Project Logic Model<sup>1</sup>**

Resources	Strategies and Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes	Impact

<sup>1</sup> Logic model format adapted from REL NEI Logic Model Template from the *Logic Models for Program Design, Implementation, and Evaluation: Workshop Toolkit* referenced in RREV Module 4. [https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL\\_2015057.pdf](https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2015057.pdf)

<p>community partnerships- Trekks, AShop RREV funds RREV coach teacher/staff/admin commitment PD for staff Minivan Camping/hiking/outdoor equipment</p>	<ol style="list-style-type: none"> <li>1. Focus on collaborative connections between students and teachers, including special education and general education</li> <li>2. Focus on student leadership/mentoring of younger students</li> <li>3. Cohort(s) of students and educators who go on a weekly outdoor field trip</li> </ol>	<ul style="list-style-type: none"> <li>• Presentations at middle/elementary schools</li> <li>• Year-long activity plan</li> <li>• Invite school board members</li> </ul>	<p>Trust and connection built between staff and students as well as between students Increased school attendance and engagement Increased connections between older and younger students</p>	<p>Increase in student's positive feelings about school Increase in student's ability to advocate for one's self Increase graduation rates Create a community minded graduate Confidence in being outside and navigating all the beautiful settings Maine has to offer</p>	<p>School is a place that is positive and generative for students and teachers Transformation of education to include outdoor learning as a key element</p>
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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**

Students participating in the RREV innovation and outdoor experiential learning opportunities reported excitement about coming to school on the day the two activities took place. Through outdoor programming students were exposed to new opportunities and areas they had not yet experienced such as hiking Bald Mountain, and Cross-Country Skiing with Sun Dog Expeditions. Although getting excited about school is a large goal, the experiences that occurred while doing them was where much of the personal growth happened for our students. There were multiple times when our students were met with physical and mental struggles while participating. It was an opportunity for our students to be taught and use emotional regulation tools and techniques. Although this program happened only twice last year, the biggest gift of the RREV experiences was that it allowed our students to be identified as being good candidates for our alternative program, NOVA. Moving the RREV funding to the NOVA program in our second year fulfills two goals. The first is that it includes a cohort of both special education and regular education students. It also provides us an opportunity to make this programming, per the request of students, regularly scheduled into their weekly events. However, due to the high demand of students wanting to participate on our second excursion it also allowed us to acknowledge that NOVA wasn't enough to serve our students which led to the development of our EEO program. Our EEO

program again addresses the above two needs, and goes further into helping build community between students and staff as we have invited staff to go out on the different trips that happen during that block.

In regards to attendance, the data did not show significant improvement from student to student. There are two cases where improvement was significant but there are other compounding variables in these students' lives and we would not be able to state that RREV involvement was the only variable.

In regard to failed classes, we looked at Q1 failed courses from pre-RREV involvement to failed course post-RREV involvement. Although a large percentage of students who participated showed improvement, the largest group to have showed a decrease in Q1 failed classes were students who had continued involvement in RREV, all four showing a decrease in the number of failed classes. Of the students who had participated in RREV last year, but didn't continue this year four are failing more courses Q1 this year, four are failing less courses, and one stayed the same.

In regard to behavior referrals the students who continued with RREV programming had the most improvement. Of the students who had participated in RREV last year, but didn't continue this year five showed an increase of Bx referrals, four showed an increase in referrals, four showed a decrease, and one stayed the same.

The four students who showed the most improvement are our exemplars as to why we created our EEO program. Through the experiential approach to education students were able to see success outside the classroom and then had buy in for our NOVA program, which they had not been previously interested in due to stigma that surrounds it. With our incoming group of 8<sup>th</sup> graders, our goal is to use the EEO program to build increased interest in hands-on, outdoor, experiential learning prior to being enrolled in the NOVA program full time. It also helps identify students who will find success there and helps keep the overall program of NOVA on track.

The other piece of data that is essential when thinking about continued programming is the need for a second van. Due to lack of transportation opportunities and the large region the mid-coast covers, we have had to turn down expeditions and partnerships due to not having reliable transportation to get our students to and from programming. With an increase in attendance at NOVA, one van no longer fills the needs that it once did. In previous years attendance was so low, students and staff could fit in one van. Now with attendance at an all-time high, we have to include the use of a second van to continue to expand our programming.

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

During the 2023-2024 school year we will continue to collect data on our RREV programming at NOVA our EEO class through credits earned, attendance, behavior referrals, and anecdotal feedback from students and staff. Currently the anecdotal feedback is being collected through a journaling activity at NOVA, but will be done in survey form for students in the EEO program. Staff

participating will also have a chance to reflect on student engagement and overall success in regard to academics, social/emotional/ and career readiness.

Expansion of this program is going to be essential to the level of success the students of OHS encounter due to the fact that low socio-economic status, drug use, and low attendance rates continue to plague a large population of our student body. When thinking about students as a whole being, many of our students have multiple types of traumas, known to us or not. The unknown traumas are what drives this work, the healing aspect of connecting ourselves to community through nature and learning using our whole bodies is undeniable.

In order to spread our programming, we will be including our school board to events, as well as central office leadership. We will meet with community partners and have already included our ELO coordinator to NOVA to continue building bridges between NOVAs mission with the RREV award and opportunities for students.

We currently plan on incorporating transition work for our 8<sup>th</sup> graders, and will collect data between this year's 9<sup>th</sup> grade class and next years to see if the transition work we did with RREV was effective. Our goal will be to create a series of activities to help build community, connection, and decrease anxiety with our most at risk 8<sup>th</sup> grade group.

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

- A. Describe the goals/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**

Administration at OHS supports further development of NOVA, EEO, and transition work from 8<sup>th</sup> to 9<sup>th</sup> grade. We are currently working on the sustainability of our partnership with Trekkers, as the teachers have reported it is incredibly successful with students. It meets many of our desires for the continued life of this program including regularity, community partnerships, social-emotional development for our students. The primary goal to be able to maintain, spread, and scale is to create a revenue source that allows us funds to continue with these community partners. It also includes and expands many of our originally proposed activities such as yearlong planning for activities, coordinated learning standards, and purchasing of equipment.

The plan for the garden is as follows:

Overview: To supplement the experiential learning already going on at NOVA, the team would like to build a garden. The garden would be focused primarily on native perennial plant species. Once the gardens are planted and established and infrastructure built, phase 2 will be tending and propagating the plants in a small nursery for sale by the NOVA students. This will fund the program moving forward and facilitate conversation and hands on experience in an entrepreneurial endeavor.

Long term sustainability: The goal is to establish a plant nursery on site at the NOVA native plant garden to both teach business practices and entrepreneurship as well as creating cash flow for any future expenditures needed to maintain the gardens.

We will need to acquire a nursery license yearly from the state and accommodate yearly plant inspections, but schools are waived of any licensing fees.

**\*\***Because the gardens and nursery will be working exclusively with perennial plants, plants can be grown in ground all year and dug in the early spring and late fall to be sold as bare root plant stock. This eliminates the need for costly materials such as pots, potting soil and irrigation. This also ensures the majority of work is being done while students are in school and eliminates the need for large amounts of summer volunteer hours like is often observed in other school garden models where those plants are being tended and harvested in the warm summer months.

In our original pilot we also said we could potentially hire an Outdoor Coordinator. Due to the RREV award being utilized **in conjunction with** NOVA, it comes with its one assigned administrator. This helps with the sustainability of the work, as the role will still exist after the RREV award comes to an end. Their role includes, but isn't limited to: Coordination of logistics, establishing processes, building stakeholder awareness, and to solidify and support a cohort of teachers from different disciplines to support students involved in this project.

In addition to our current partnerships, OHS will continue to look for outside support for the NOVA, EEO, and ELO opportunities. Our hope in connecting students with community partnerships is that our students will gain a sense of ownership around where they live, and how they act within our community. The main goal of these continued connections is a reduction in drug use and a reduction of system involved youth. Although new to the RREV coordinator at OHS, they do want to apply for future grant funding to expand these programs.

### **3 – 5 Year Plan**

- The beauty of bringing a garden to OHS is the fact that all of our elementary schools utilize gardens currently. If we can create a revenue stream from our school, the model can be taught to our younger schools with potential for them to have their own revenue stream of outdoor programming.
- Continue to develop and encourage support for the EEO program, growing the team supporting the innovation.
- Continued maintenance of the garden structures while also exploring additional outdoor space to support experiential learning opportunities for students.
- Collaborate with the elementary gardens, expanding outdoor learning programs for students before they enter high school.
- Develop the garden business as a potential source of financial support for additional expeditionary learning partnerships
- Building community connections that may provide support, including financial support, by inviting community leaders on expeditions and through outreach and strong communication.

B. UMaine GANTT Chart

<b><u>RREV GRANT</u></b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5/Beyond</b>
Build Team					
Pilot EEO Program					
Build Garden Structure					
Start Garden Business					
Collaborate with Elementary Gardens					
Use Revenue to fund Expeditionary Community partners					
Community Connections					
Involve Community Leaders on Expeditions					

**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:**



Trekkers, Adventure Based Education and Social Emotional Development - \$10,000  
Second van to have transportation to community partnerships - \$40,000  
Start-up materials for a fenced garden space - \$25,000

**Necessary Resources:**

Van purchased during the 2022-23 school year  
OHS District funding (garden space, storage, and working supplies)  
OHS District funding to support Trekkers (Adventure Based Education and Social Emotional Development)  
Internship, job shadowing opportunities, and service learning experiences  
OHS Garden Space  
Hurricane Island Center for Science and leadership  
Local Land Trust  
ELO Coordinator  
Collaboration with MCST - Midcoast School of Technology  
Collaboration and communication with OHS staff to assist with student referrals  
Elementary School Community Gardens  
Teachers and Staff that are interested in supporting and expanding the innovation goals  
NOVA programming and NOVA Administrator  
Administrative support for policies that allow for credit earning experiential learning opportunities  
Growing partnerships with local businesses and nonprofits

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:**

Garden Upkeep - \$1000 (replace tools as needed, replenish seeds and other consumables)  
Trekkers Collaboration - \$10,000  
Rotating community partnerships - \$8000

**Necessary Resources:**

Growing partnerships with local businesses and nonprofits  
Vans purchased to support programming, such as transportation to community partnerships, internships, etc.  
OHS District funding (Material for fenced garden space; wheelbarrows, hardware cloth, plant tags, etc.)  
OHS District funding to support Trekkers (Adventure Based Education and Social Emotional Development)  
Internship, job shadowing opportunities, and service learning experiences  
OHS Garden Space  
Hurricane Island Center for Science and leadership  
Local Land Trust  
ELO Coordinator  
EEO Programming  
NOVA Programming and NOVA administrator  
Collaboration with MCST - Midcoast School of Technology  
Collaboration and communication with OHS staff to assist with student referrals  
Elementary School Community Gardens  
Teachers and Staff that are interested in supporting and expanding the innovation goals