

## 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

RSU #34 / “Coyote Co-Op” will *maintain* in 2023-2024.

The student-related problem we are trying to solve is that some students are unable or unwilling to fully participate in our schools’ in-person offerings, and need a remote alternative with consistent on-ramps to full in-person learning.

#### 3-5 year plan

Identify: **MAINTAIN** / SPREAD / SCALE

We will continue to address:

**The student-related problem we are trying to solve is that some students are unable or unwilling to fully participate in our schools’ in-person offerings and need a remote alternative with consistent on-ramps to full in-person learning.**

RSU #34 / “Coyote Co-Op” will likely **maintain** in years 3-5, though the possibility exists of a regional “service center” approach that may provide some opportunity to spread or scale. There are several regional partners who are operating programs with some overlap, and each of us is looking to sustainability challenges and possible cooperative solutions.

- 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.*

With our goal to *maintain* services, we do not seek to impact additional quantities of students in 2023-2024, or additional grade spans. However, based on what we have learned in our Year 1 pilot, we seek to more quickly and accurately identify students likely to benefit from this service. The sooner we can identify the student needs and begin services in CO-Op the sooner the student can get back on track with their academic success. With the information we gathered in 22-23, many students were successful and want to continue in some fashion with online coursework. Parents were also very positive in their feedback about the changes they saw in their students regarding academics and other needs that were requiring them to be in an online learning environment.

Students that started early in the year with Coyote Online were able to create a rapport with the teacher and build a routine that quickly became the norm. Students who started later in the year seemed to struggle more with the independence of online learning. Most students in CO-Op showed growth in the ability to be a self-advocate. They were able to identify their struggles and ask for help accordingly. With the help of the online case manager, they were able to find resources that helped meet their needs. (ie. in school supports, digital resources, 1-1 or small group academic support)

Out of the 22 students that participated in some way this year, 54.5% had increased attendance rates.  $\frac{2}{3}$  of seniors that participated graduated and 66% of the students that participated in the NWEA assessment showed academic growth on RIT scores.

In the 2023-2024 pilot year, additional students will be targeted for service. While maintaining a total caseload at which the case manager can effectively teach/monitor students, Coyote Co-Op will utilize the open spaces from graduating seniors and non-returners to target and impact additional students. We estimate there will be 10 new students served in the program in 2023-2024. These students will be identified based on referral from the school's BARR or guidance processes, and will include a mixture of demographic factors. As with the initial pilot year, all of the students identified will have one or more risk factors for dropping out, and complications with social-emotional and mental wellness are likely to be significant in proportion.

## Section 2: Data Informed Sustainability

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

*There exists in RSU #34, and in partner school districts, a small population of students who meet this set of criteria: 1) they are not typically successful in the “normal” school environment, 2) they are – or share characteristics with - students who reached greater success in pandemic-forced remote learning, and 3) their circumstances are such that they can overcome the barriers of remote learning. This population of students is largest in the middle and high school grade spans. In RSU #34 we currently lack a program to support such students in middle school, and have modest programs to support such students in high school.*

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

Resources	Strategies and Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes	Impact
RREV program SS Brewer School Program Family survey results School technology Student comfort with one-to-one computing devices Student comfort with online tools State Subsidies Success Factors rubric Case management understanding NOTE FOR US: People SS	Family/Student application for participation Hire Case Manager for students Establish collaboration protocols with partner schools Core Teaching Staff identify instructional expectations Instructional expectations housed on Google Classroom Identify/purchase needed technology Identify synchronous activities possible Create Evaluation Plan with collaborating partners Create curriculum templates/roadmaps for students Continual data collection – best practices / needs of population being served	<ul style="list-style-type: none"> <li>Student Profile</li> <li>Student Application</li> <li>Timeline for Implementation</li> <li>Select Learning Platform(s)</li> <li>Personalized learning program for students</li> <li>Multiple learning options</li> <li>Family application for participation</li> <li>School referral processes</li> </ul>	Identify learning modes addressing previously unmet needs for math, science, social studies Develop specialized pedagogy for remote learning success Close connection between teacher and student More engaged students Students develop intrapersonal communication skills Students’ ability to articulate goals and advocate for themselves Students develop /improve executive functioning skills (Holistic School Assessment? Habits of Work Scores)	Enhancement of remote/hybrid pedagogies Access to high-quality education with engaging curriculum for all students and all identified modalities Participating students meet 60% of academic standards for courses they are enrolled in (3-yr rolling avg) Collaborative will benefit from shared experiences / staff Improved graduation rates Chronically absent students will participate in remote asynchronous learning more successfully and will complete courses and earn credits for graduation.	Ability to meet the educational needs of more students More students connected to school/community/family Increased student voice in design of their learning path Improved use of Holistic Student Assessment data to inform practice with all students Increased/improved collaboration with partnering districts Keeping Enrollment in RSU #34 through participation in CO-Op rather than losing connection to students and their needs
Stuff	Soliciting ongoing community/parental/ teacher knowledge and support Conduct Holistic Student Assessment annually in targeted grades NOTE: This info should come from and be related to our Problem Statement.			All participating students will show an increased personal growth score from Fall to Winter and Winter to Spring on NWEA Math and Reading. Retain students from leaving for other online educational options.	

<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)

- 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

Throughout the pilot thus far, our Coyote Co-Op team has collected the following data from the process and outcome measures in our logic model: a) Attendance data for CO-Op Students in their year of service and in the preceding year; b) Academic growth data using the NWEA testing scores and course work completion; c) Student Surveys; d) Parent Surveys; and e) academic and social-emotional goal sheets for students at Leonard Middle School.

All of this data will be used to determine the benefits and validity of the pilot and combined with data from the second pilot year. We will use the data as a whole to identify what tweaks need to be made in programming, and to inform decision-making regarding the program within our schools and within regional partnerships.

Out of the 22 students that participated in some way this year, 54.5% had increased attendance rates.  $\frac{2}{3}$  of seniors that participated graduated and 66% of the students that participated in the NWEA assessment showed academic growth on RIT scores.

With our student population one that has truancy, medical, and social emotional health related struggles the data that we collected shows that our program is working. Over half of the students that struggled with in person truancy had better attendance and met more academic goals than the previous year. The same can be said for our students with medical or social emotional struggles that interfere with them going to school in person. These students were able to keep up with their academics in a more timely manner as well as deal with those other issues at the same time. One piece of information that we will look at is the difference in the success of students who are engaged daily with our case manager for "office hours". Informal data from 22-23 shows that students who were highly engaged in goal setting and accountability check ins were far more successful than students who chose not to engage in meetings with the case manager.

More data collection for year 2 will be done and compiled with year 1 in all of the areas above. In 22-23 time flew and there are pieces to our data puzzle that didn't get collected/shared, so we will be working on that in 23-24.

In 23-24 we will continue to collect attendance data, academic data for earned credits for HS students and standard benchmarks for MS students. We will also be adjusting our daily requirements for student check ins with the teacher/case manager, in hopes that this will increase academic success and truancy problems. Students will be required to document goal setting with evidence, with the goal of taking on the responsibility and accountability for their success.

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

In addition to the data described above, our decision-making regarding individual student services and the evolution of the program as a whole will be informed by:

- New attendance data for new students (continue data collection for students who continue to participate) to determine accurate identification of students who can benefit from the programming and to determine engagement / impact of the programming

- The attendance data that we have shows that students who met with the teacher/case manager regularly to discuss progress and goals were far more successful than those that didn't. These students showed growth in academics as well as self advocacy.
- 54.5% of our students in 22-23 had increased attendance
- 66% of the students assessed made academic improvement on NWEA
- Continued data on HS graduation rate to determine what effect these services are having on high school completion
  - Looking at 22-23 seniors that participated, Coyote Online was a definite benefit. 2 of the 3 seniors completed the necessary credits that they needed.
- Surveys regarding the decisions students might make if we didn't have this program (e.g., whether or not students would leave our district, drop out, GED)
  - No FORMAL collection was done in year 1, but will collect in year 2.
  - Conversations show that students who don't have an RSU34 online option would opt to leave the district for other online programs or home-school options.
- Ongoing academic data besides high risk (e.g., one-time) assessments to provide a more comprehensive view on impact to students (particularly where a characteristic common among Co-Op students - anxiety - can greatly impact high-risk assessment)
  - 66% of the students assessed made academic growth in NWEA
  - Collection of data for social emotional health will be done in year 2 (time didn't permit this in year 1)

22-23 taught us that we are on the right track. Students succeeded in CO-Op. For some, that meant that goals were met and they returned to in person learning. For others, it means that the routine of school has been restored and academic growth is happening. All of this proves that what we are doing is working and we want to continue to help our students reach their maximum potential.

### 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

In the 2023-2024 school year our goals are to build upon the momentum of the past year (in particular the momentum of the past six months) as we identified adjustments needed to best serve students through this program. Our most significant goals within our schools' implementation of Co-Op are to: a) more quickly and accurately identify students in need of and likely to benefit from this service, b) determine if additional technological resources will be helpful in serving students; and c) determine within each school how we will honor atypical work and attendance (e.g., students participating partially which is better than zero participation, students participating very late at night as opposed to during school hours). Beyond our school district, our goal is to work with regional partners implementing similar programs to determine how we may mutually address sustainability issues.

\*Gain approval for ESSER III application which includes the balance of FY24 costs (application already submitted)

\*Address internal procedures for recording student attendance to honor "outside of the box" student efforts.

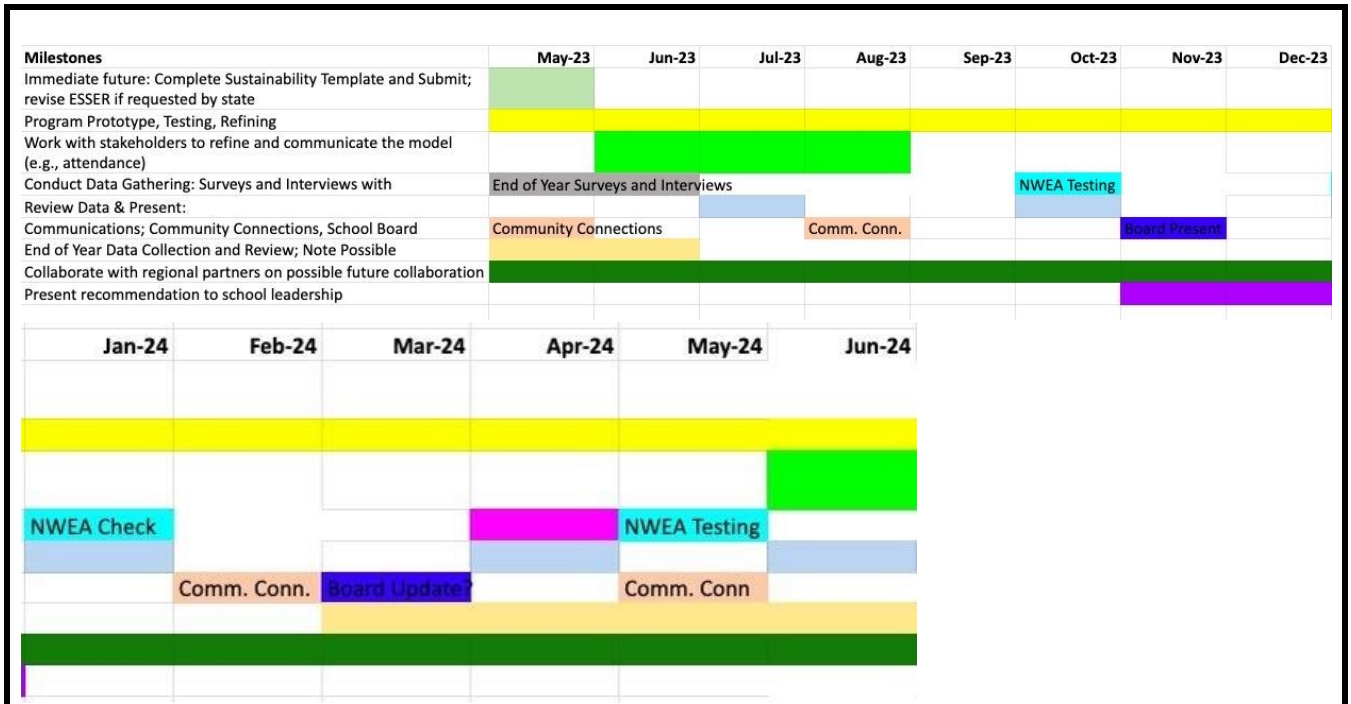
- \* “PR” on a consistent basis to make sure that all stakeholders are fully informed.
- \*Adjust/adapt middle school level instruction and materials to include more online/independent academic activities.

### 3 – 5 Year Plan

Our 3-5 year sustainability plan greatly depends on whether we are continuing efforts only in-district or through a regional partnership. Common elements of each include addressing those sustainability factors described in 2023-2024, determining a long-term funding mechanism that addresses most of the program cost as there will be significant local/regional/state competition for scarce funds, and determining a collective staffing plan whereby we do not have “all eggs in one basket” and that brings to students staff with a variety of areas of expertise to serve the wide range of grade, content, learning style, and social-emotional needs represented in our participants.

- \*Identify funding source as federal funds expire (years 3 and beyond)
- \* Develop a plan of how to regionalize service of online learning opportunity
- \*Work with regional stakeholders to navigate contributing and complicating factors from pre-existing regional organizations and efforts
- \* Develop a possible plan to work with the current Alt Ed program in district
- \* Possible monthly meeting with “regional” partners to discuss and plan for future collaborations to best serve all our students.

#### B. UMaine GANTT Chart



## Section 4: Identify Key Expenses and Necessary Resources

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

**Essential Expenditures:**

\$40,000 from RREV to support salary / benefits for the Coyote Co-Op Teacher / Case Manager  
This will be supplemented with other grant and local funding.

**Necessary Resources:**

Teacher / Case Manager: (one teacher / case manager to teach and interact with students)  
EdMentum Licenses: sufficient licenses for each high school student to participate in courses they are not taking in-person  
Technological Resources: devices for staff and students involved, internet access  
Support of school staff (particularly Guidance Office and Principal's Office staff)  
Necessary support and time provided for the administrative team, School Board, and regional groups to reflect upon the impact of the program and cooperate to address sustainability issues.

- 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:**

Staff time (one teacher / case manager for our in-district approach) \$105,000  
EdMentum licenses \$12,000  
Technological resources (e.g., devices, internet access,) \$500  
Funds to support professional development for teacher / case manager who is doing unique work (e.g., conferences, webinars) \$1500  
Funds to support "odds and ends" needed for program success. \$500

\*The sustainability plan reflects the OTHS district essential expenditures. While there is the possibility of a future regional approach for our program, this will likely be a multi-year process.

**Necessary Resources:**

In addition to the CO-Op teacher/case manager, success of the program relies on:  
OTHS Administrative supports  
OTHS School Counselor supports  
LMS Administrative supports  
LMS School Counselor supports  
Assistant Superintendent supports  
Business Office supports  
IT Department supports

Additionally, flexible approaches may be needed to support students in this innovative learning pathway. (For example, flexibility with regards to how student attendance is considered.)