

## RREV Academic Innovation Sustainability Template

This template provides an outline of the components required of a RREV Innovative Pilot Sustainability Plan. The information in this template will serve as the basis for requests for schools/districts to proceed with an individually designed RREV Pilot Sustainability Plan.

### Section 1: Define the Primary Sustainability Need

Sustainability for your pilot innovation can be described in three different levels of impact which we will define below.

**Maintain** – Least amount of contextual change. You are basically working with the same group of students and teachers to solidify the potential impact of your pilot and gather enough data to consider the pilot’s potential in new contexts.

**Spread** – Innovation or reform implemented in greater numbers of **similar grade level classrooms** and includes the activities, structures, materials, and underlying beliefs, norms, and pedagogical principles associated with the change strategy. –Coburn, 2003

**Scale** - Innovation or reform is implemented in greater numbers of **diverse grade level classrooms and schools** and includes the activities, structures, materials, and underlying beliefs, norms, and pedagogical principles associated with the change strategy.

- A. In the table below, select the level of impact and describe the pilot-identified student needs / problems that your plan will continue to address for both the 2023/2024 school year and for the next 3-5 years.

#### 2023 / 2024 School Year

**Identify:** MAINTAIN / SPREAD / SCALE

**Define sustainability need(s):**

LION 2.0 is a two-part program, supporting at-risk learners transitioning to the high school as freshman, and supporting students who are current high school students at-risk of dropping out due to credit deficiencies and truancy.

**LION SEMESTER 2.0:** We are going to **MAINTAIN** the original LION 1.0 format by employing the same teacher as our instructor focused on truant and credit deficient high school students, ranging from grades 10-12. The teacher will design and teach individualized courses for students that have not made adequate yearly progress due to a number of barriers both in and out of school. The key to the success of this program is the deep relationships that will be fostered through these individual interactions.

**LION SEMESTER TRANSITION:** We are going to **SCALE** the original LION concept to support incoming freshman. We decided on this model for several reasons; with our most truant current students, we have seen that the behavior was a continuation from the middle school, not a new school avoidance beginning with high school. Therefore, our plan is to bring these students onto campus to work with our summer LION 2.0 staff to establish relationships prior to the start of the school year.

### 3-5 year plan

**Identify:** MAINTAIN / SPREAD / SCALE

**Define sustainability need(s):**

Throughout our communities, like other communities in Maine, there will always be a discrepancy between students who have resources outside of school, and students who do not. These programs are designed to offer a continuous support network for students who do not have that support outside of school by providing wrap-around support during the summer months. Our goal is to reduce the number of at-risk students each year, but we have no expectation that we will eliminate all need.

With this one-year of funding, we will be building a model that the district can **SCALE** in place of the current summer school model that is not effective at building confidence and academic performance amongst student participants. The current summer school model lacks any relationship or skill development programming, it is a short-term program that has run the same way at BAHS for at least 20 years and has no positive impact on students other than credit awarding for students that “fail” a semester class with an average above a 60 and below a 70. The current summer school model only works for a small percentage of the students who fail classes and does not improve our new philosophy of expanding the school year to 12-months. The district will transition summer school funds starting in the summer of 2024 toward scaling this new LION program model. The 23-24 RSU 71 budget includes full funding for a remediationist position which was previously funded through ESSER funds and RREV funding for summer work.

- 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.*

LION 1.0 launched in June of 2022 with 21 students who were selected based on credit deficiency, truancy, and behavioral concerns. The program was highly successful, with over 90% of students who started the program receiving at least two academic credits, and motivated us to, not only **MAINTAIN** the current format, but also **SCALE** the model to include younger students as a way to proactively reduce negative behaviors and increase students success with a select group of incoming freshman by forming relationships and providing opportunities for academic and life readiness success.

Students for summer 2023 programs will be selected by a team of administrators and guidance counselors based on academic scores, credits earned, and truancy rates.

## Section 2: Data Informed Sustainability

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

<p>Dedicated LION Semester Teacher</p> <p>LION Semester staff and RSU 71 faculty, staff, and administration.</p> <p>Social Worker (BCOPE and the RSU 71 Alternative High School Program)</p> <p>RREV program financial resources and coaching</p> <p>Partnership with Rural Aspirations.</p> <p>UMaine System Early College Courses</p> <p>Hutchinson Center or online</p> <p>Belfast Adult Education</p> <p>Maine Media</p>	<p>LION Semester teacher engages with students both remotely, and in-person visiting students at their home or location of the student's choice.</p> <p>LION Semester teacher/staff will utilize student information (working closely with the student) to develop responsive, academic materials catering to the needs and interests of the students.</p> <p>LION Semester teacher works with the student to find additional engaging online or in-person coursework to support student learning.</p> <p>Develop a curriculum template to support students with a personalized learning plan (outlining steps to graduation).</p> <p>The curriculum developed is archived to support potential future online learners beyond LION Semester students.</p>	<ul style="list-style-type: none"> <li>• More student-centered learning and personalized instruction. (Personal Learning Plans)</li> <li>• Customized instruction with accommodations that allows students to explore interests and passions.</li> <li>• Students have access to <u>lessons are created that are geared towards overcoming school related anxiety.</u></li> <li>• Connections with LION Semester staff that supports student social emotional well-being as well as academic growth.</li> <li>• Students have</li> </ul>	<p>Students pursue learning that is relevant and they become deeply invested in learning.</p> <p>Students develop deeper <u>relationship</u> and stronger connections with adults in the school as they participate in non-traditional in-person learning experiences.</p> <p>Students find success in school and attendance improves as a result.</p> <p>Student aspirations for school success increases.</p> <p>Stronger student and teacher relationships through collaboration and student reflections that guide the personal</p>	<p>Students re-engage in academic learning as they experience enriching learning experiences <u>that created with the individual students needs</u> in mind.</p> <p>Student attendance improves with the increased access to nontraditional learning experiences.</p> <p>Students participating in the LION semester reintegrate into in-person learning.</p> <p>Student interest and motivation to learn increases.</p> <p>More students see the connection between education and <u>post-secondary</u> success.</p> <p>The LION semester model will provide a template for serving future truant students who experience difficulty with school due to a</p>	<p>Students begin to value personal growth, self-development, and learning.</p> <p>More students meet graduation requirements.</p> <p>More students earn course credit.</p> <p>Students work towards life goals as they re-engage with their learning journey.</p> <p>Students build resilience through experiences in which they develop and work on successful solutions.</p> <p><u>Students hopefulness</u> increases as they look towards a joyful and meaningful</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

This model was proven to be successful with a number of students last year as demonstrated by the fact that of the 21 originally accepted students to the LION semester, 19 of them (90%) received at least two credits. Additionally, six students who were credit deficient and identified for the LION Semester were able to graduate on-time with the Class of 2023. They may not have been able to graduate without the opportunity for summer remediation and credit completion. The continued connection to our LION semester teacher also played a large role in the success of these students. Of the original 21 LION summer semester students, 80% have maintained regular (as defined by once a week in person or electronic communication) communication with the LION teacher.

The data motivated BAHS to iterate this innovation to both MAINTAIN and SCALE the LION Semester program for 2023 and beyond.

Building on the successes of our summer program last year, where we had a student regain their eligibility for fall athletics which was their motivation for attending school, several students complete Driver’s Ed and received academic credit for it, and as of June 2023, 80% of our students from the LION summer semester have remained engaged in school during the 2022-23 school year.

Our first objective was to re-engage at least 70% of the LION 1.0 students back into in-person learning by the fall of 2022. Our results were that 76% of participating students were successful in obtaining academic credits at BAHS during the 2022-23 school year as they reintegrated into the BAHS traditional day programming. This number has maintained throughout the year this year.

Our second objective was that at least 50% of LION 1.0 Semester students would earn at least 2 credits through this summer programming. In fact, we had an astounding 90% of participating students meet their credit goals during the summer LION 1.0 program.

Our third objective for LION 1.0 was that at least 50% of students identified eligible for LION Semester would maintain contact with the LION Semester teacher, as a support throughout the year. 86% of students maintained contact with their summer program teacher.

Based on the overwhelming success of the first iteration of the LION program, based on the graduation rate of 100% of students who were planning on a 2023 high school completion, as well as the 90% of the students that completed the summer 1.0 program, we are highly confident that both the maintained and scaled versions of this program will have a positive impact on both academic and behavioral outcomes for participating students throughout their 4-year experience at BAHS. Every student who was asked about their interest in an additional summer opportunity this summer said yes, they would like to continue. All LION 1.0 students who successfully completed the summer program last year left with an individualized plan with academic and social goals including paid work opportunity exploration. All students have maintained work towards completion of their plan.

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

During the 2023-24 school year, BAHS will implement a reporting system on “Habits of Work”- called Approaches to Learning, which will help us to collect important data regarding student mastery of these important skills.

- We will collect data around the number of transition students that earn both credit and an academic stipend.
- We will collect data around attendance and academic success of transition students during their 9th grade year.
- We will collect data around the positive relationships that have been sustained with these students through their 9th grade year.

	Developing	Meeting
<b>Self Management Skills</b>	Sometimes arrives prepared and ready to engage in class	Consistently arrives prepared and ready to engage in class.
<b>Communication Skills</b>	Sometimes is able to communicate clearly with adults and peers	Consistently is able to communicate clearly with adults and peers
<b>Social Skills</b>	Sometimes follows classroom expectations, including being respectful to themselves and others.	Consistently follows classroom expectations including being respectful to themselves and others

### 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

The goal is that we will provide support for high-risk (students who were truant in middle school, did not successfully complete course standards, had significant behavior referrals and/or law enforcement interactions) students prior to their first semester at BAHS, rather than identifying them after they have become truant or credit deficient at the high school level. Additionally, the goal is that there will be relationships built with these students and key teachers and administrators at BAHS, which will improve the outcomes of the disciplinary interactions we have with students.

LION Semester Transition - Our goal is to have:

- 50% of students complete the program and earn both credit and academic stipend
- 50% of students integrate successfully as freshman, as measured by consistent attendance and academic success in their classes at BAHS.
- 50% of students create and maintain a positive relationship with one of the summer instructors.

For the 2023 LION Semester program, we are designing an intentionally curated experience for a select group of at-risk, underserved eighth graders to provide the following transition support in preparation for their high school experience in the fall:

- Academic/Social/Emotional - The staff will develop a remedial place-based experience where students will have an opportunity to build core executive functioning skills, build literacy skills, and learn how to develop meaningful relationships with BAHS staff, which was proven to be highly successful in our first year's programming as evidenced by the 90% of LION Summer Semester students who are still enrolled at BAHS, or graduated with the Class of 2023.
- Work Experience/Career Exploration - Students will be practicing basic life and work readiness skills by completing a work experience project on school grounds. This will be a paid, meaningful work experience that provides students with an opportunity to explore their own aptitudes, as well as learning how to take direction and work as part of a functioning team. In addition to the work project, students will also have an opportunity to explore a career of their interest as a job shadow in the fourth week.
- Students will participate in the program 4 hours a day, 4 days a week for 4 weeks, under the guidance of 3 district teachers with extensive experience working with this identified population. At the conclusion of this experience, students will earn ½ an elective credit and a \$500 academic stipend, and will develop invaluable and positive relationships with the selected district teachers, as well as BAHS administrators.
- Our goal is that we will reduce truancy in the LION 2.0 group by 50%. Additionally, we hope that building a bridge between 8th-9th grade and providing academic credit for this group of students will provide them with a sense of academic success prior to the start of their high school career. By

awarding a .5 elective BAHS credit for this summer experience, these students are starting off “ahead” of their peers- an experience that they may not have had before.

- The goal for maintaining the work of the LION 1.0 semester is for the BAHS remediationist to continue working with identified students who are credit deficient, at risk of becoming credit deficient, and/or at risk to not graduate on time due to significant educational disruption.
- Another goal is to continue the success of the work with the Lion 1.0 students in creating and maintaining positive relationships with students that will decrease truancy and increase academic success.

### 3 – 5 Year Plan

We will maintain the same goals for the program each year so we have solid longitudinal data to support this intervention approach beyond the 5 years of the program. Our goal is that innovation changes the way we approach summer remediation within the district in order to improve student outcomes.

### B. UMaine GANTT Chart

LION - GANDT													
Team: Jess, Jeff, Krystal													
Milestones	Apr-23	May-23	Jun-23	Jul-23	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-24	Feb-24	Mar-24	
Meet with middle school & identify all students (9-12)	█	█											
Identify Staff	█	█											
Invite students to apply to program(s)		█	█										
Develop curriculum materials, courses and pathways (based on student needs)		█	█										
Run program(s)			█	█	█								
Fall checkpoint (grades, attendance, behavior, etc)							█	█					
Winter/Early Spring checkpoint (grades, attendance, behavior, etc)										█	█	█	



## 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:**

Student “academic awards”- 10x\$500= \$5,000

Staff Stipends- \$25,000

Field trips, instructional supplies project materials, transportation, \$10,000

Total request: \$40,000

**Necessary Resources:**

Location- The summer 2023 program will be housed at Troy Howard Middle School in the garden/greenhouse, the RSU 71 Alternative High School = BCOPE, and Belfast Area High School. There will be no charge for this facility usage. Additionally, we will provide program support from our ELO Coordinator, as well as the Principal and Assistant Principal of Belfast Area High School. The Lion 2.0 program is supported by many local community partnerships that continue to be fostered and grown.

- 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:**

Student “academic awards”- 10x\$500= \$5,000

Staff Stipends- \$25,000 (\$20,00 will be re-allocated from the traditional summer school model which is funded from the RSU 71 school district budget).

Field trips, instructional supplies project materials, transportation, \$10,000

Total request: \$40,000

**Necessary Resources:**

Location- The summer 2023 program will be housed at Troy Howard Middle School in the garden/greenhouse, the RSU 71 Alternative High School = BCOPE, and Belfast Area High School. There will be no charge for this facility usage. Additionally, we will provide program support from our ELO Coordinator, as well as the Principal and Assistant Principal of Belfast Area High School. The Lion 2.0 program is supported by many local community partnerships that continue to be fostered and grow.