



RREV's Innovative Pilot Template

As part of the **Innovative Mindset and Pilot Development** courses being offered through several of Maine's institutions of higher education, the RREV project uses a consistent template for the creation of all future pilots. Because every pilot created and tested with RREV funds WILL BE published in EnGiNE, we want all of Maine's educators to have the assurance of consistency.

This template provides an outline of the components required of an Innovative Pilot. The information in this template will serve as the basis for requests for school/district level project funding.

Section 1: Define the Need

A. Describe your innovation.

Consider what evidence supports the need for an innovation, and the evidence that suggests your innovation will improve the current situation.

In the 2020-2021 school year, Bonny Eagle High School's (BEHS) four-year graduation rate was reported at 81%. This is a significant drop from the typical 85%-86% rate that the school has averaged over the past decade. Hopefully this is an anomaly, but the Pandemic is likely a major contributing factor that will have a lasting impact. Further investigation into data for students at risk shows that students who are academically unsuccessful in the 8th grade tend to be academically unsuccessful in their transition to the 9th grade. Failure at the 9th grade year has statistically proven to have a negative impact on a student's ability to graduate from high school with their grade level cohort. The opportunity to establish an academic intervention at 8th and 9th grade level is an important resource for our most challenged students.

When students enter Bonny Eagle Middle School (BEMS) from four sending elementary schools, our main focus is helping them get to know one another, understand middle school academic expectations, and provide all students with expanded co-curricular opportunities. It is with intention that students entering grade 6 are separated from the older students during this important transition year. As expected, students adjust to new school settings differently, and the middle school staff must be prepared to provide all students with appropriate support(s) to meet academic and social/emotional development.

As students navigate through grades 7 & 8 in team (clan) assignments, they have opportunities to meet standards through three different instructional modalities; traditional instruction, humanities focused instruction, and STEAM instruction. Although all of the clans meet the same content standards, how they get there is different for each clan with a focus on student engagement,

and acquiring the knowledge and skills that will support grade level progressions. When students struggle in this setting, the staff collectively provides as much support as possible with limited intervention resources.

Bonny Eagle High School's curriculum contains a wide variety of options to engage students and meet their individual academic needs. There are several remedial academic programs in place to provide multi-tiered systems of support, but none of the current interventions are designed for students who struggle in a traditional in-person classroom environment. BEHS also has a robust alternative education program that currently serves 40-50 students each year, but due to limited resources, maintains a waiting list of nearly 30 students. Because students in higher grades often are given priority in the alternative learning program, the waiting list contains a large number of ninth grade students. More programming options are needed for this population.

Truancy and chronic absenteeism continues to be the common denominator among students failing courses in 8th and 9th grade. Both the Pandemic and the current economic climate make it hard for all students to attend school in-person on a daily basis. The use of online assignment portals, such as Google Classroom, have helped students to keep up with work when they are home, but they still miss out on the instruction needed to make academic progress. The district has invested in classroom camera systems that allow for synchronous participation, but the quality of the instruction is low because teachers cannot easily manage both in-person and remote students at the same time.

More flexible options are needed for 8th and 9th grade students. In particular, there needs to be a bridge that allows students who are not successful in the traditional middle/high school setting to make progress until they are able to secure a spot in the alternative education program at The Learning Center (TLC).

B. Identify which students would be impacted, targeted, or supported by the innovation.

Review the evidence – quantitative and qualitative data and research – that indicates this group of students is considered the most vulnerable and would benefit from the described innovation.

Data you can use to inform your innovation, rationale, and targeted student population 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 limited instructional modality options for students in grade 8 and 9, we are proposing that the RREV funds be used to create a remote learning option that is aligned with our alternative educational model. The proposal will focus its program on students who are not meeting grade level standards and/or students who are making decisions that negatively impact their ability to be successful academically or socially. Students who are unsuccessful in grades 8 and 9 often develop gaps that impact their ability to be successful academically and establish social relationships that distance them from their cohort group. It is our hope

that this program will provide an opportunity for students to reconnect academically and develop positive peer relationships. Our program will be very attentive to the individual needs of students and establish an environment to support student academic and social/emotional growth while focusing on the importance of graduation.

The target population for this intervention will be students in grades 8 or 9 who are disconnected from school and unable to be successful in the regular school setting. The students who currently attend our alternative education program are distracted by other students, often truant, get poor grades, and/or want their learning to be more relevant. Ideal candidates for this remote option will also be comfortable working independently in their home environment, but willing to engage with other students virtually. Current 7th and 8th grade academic, attendance and MTSS screener data will be used to develop a list of potential students for this intervention.

Successful online learners have strong executive functioning skills such as time management, organization and the ability to work independently. The population we are hoping to serve will need a great deal of support from the teacher(s) as they build these skills and develop healthy routines. This will need to be an integral part of the program. The teacher(s) will also need to focus on building trusting relationships with the students so that the remote learners are truly part of a learning community rather than just flying solo in cyberspace.

Section 2: Describe the Innovation

A. Describe the goals of your innovation.

The MSAD 6 Remote Pathway is particularly focused on making connections with students who are not engaged with the in-person modality of learning, as measured by their attendance, academic achievement, and school engagement. With intentionality, the staff will utilize John Hattie's meta-analysis work to guide teaching and learning, focused on student achievement outcomes. It is the expectation that teacher(s) will utilize a multi-disciplinary approach that is focused on the needs of students including identified learning gaps, while remaining mindful of the importance of re-engaging them with their learning and positive social relationships.

The Remote Pathway courses will be organized by standards that are appropriately scaffolded to meet grade level expectations. With target outcomes selected, teachers design lessons using a backward planning method to ensure that they are using high impact instructional strategies aligned to the learning targets. MSAD 6 uses a proficiency-based instructional model and teachers are experienced at incorporating best practices such as opportunities for revision/remediation as well as opportunities for students and staff to evaluate and reflect on academic growth. It goes without saying that the collection of achievement data will include baseline, formative and summative data points.

One key component to ensuring the program’s success is to provide training and support for the teachers and staff working with the Remote Pathway students so that they will be able to provide the highest quality experience possible for all students.

Consider how your innovation will meet the needs of the identified target student population(s) and how you plan to achieve your goals. Additionally, consider any changes in policy, practice or structures you expect as a result of the innovation.

B. Describe activities included in your plan for each stage – preparation (P) or implementation (I) – of your innovation.

- **Preparation** includes building stakeholder awareness, establishing routines and processes, and coordination of logistics.
- **Implementation** includes planned implementation activities, as well as professional development for the educators participating in the innovation.

	Activity	Purpose	Stage (P or I)	Date of Completion	Person Responsible
1.	Meet with focus groups of current students in The Learning Center Program	Help to better understand the needs of students and which students will be best suited for the program.	P	April 15, 2022	TLC Director, Asst. Superintendent
2.	Develop a list of selection criteria based on student data (attendance, grades, MTSS screener data, homeschool or charter school status, etc.)	To identify a clear target population	P	April 30, 2022	Remote Pathway Team
3.	Discuss with District Student Services Director about the delivery of SDI.	FAPE/SE considerations need to be central at every step in the process.	P	April 15, 2022	Asst. Superintendent
4.	Identify how SDI will be delivered to students in the program. (IEP meetings will adjust individual IEP determinations)	This will ensure that IEP requirements lead the development of individualized instructional	P	April 30, 2022	TLC Director, Asst. Superintendent

		plans for each student participating in the remote instruction program.			
5.	Meet with transportation Director	Ensure that transportation can be provided to students so they can participate in the in-person portions of the program.	P	April 15, 2022	Asst. Superintendent
6.	Gather recommendations from parents, teachers, counselors and administrators. The selection criteria will be distributed to the recommenders to guide their work.	Identify students using the selection criteria.	P/I	May 6, 2022	TLC Director, BEMS Asst. Principal, BEHS Asst. Principal
7.	Hold a "Family Night" meeting for prospective students and their parents.	Explain the remote program components to students and parents and give them an opportunity to meet the staff in advance.	I	May 20, 2022	Remote Pathway Team
8.	Select Students	Final selections will be made using the selection criteria.	I	May 27, 2022	Remote Pathway Team
9.	Create a parent/student contract/application which outlines the expectations for full remote learning.	Initiate a culture where membership is intentional and valued.	P	May 20, 2022	Asst. Superintendent

10.	Have Students/Parents sign a participation contract	Ensure that students and parents are committed to participating in all components of the remote/TLC program.	I	June 3, 2022	BEMS Asst. Principal, BEHS Asst. Principal
11.	Identify/ hire an additional teacher for TLC.	Hire a teacher so that TLC has the capacity to offer various synchronous remote classes to remote students throughout the day.	P/I	June 10, 2022	BEHS Principal and TLC Director
13.	Establish and complete curriculum templates and road maps for full remote students.	Ensure that the curriculum is aligned with the BEHS graduation standards and is compatible with remote instruction.	P	July 31, 2022	6-12 Curriculum Director, TLC Director
12.	Provide PD to TLC teachers in Summer workshops and ongoing throughout the year.	Train staff so that they can incorporate effective remote instructional strategies in a synchronous environment.	P	August 30, 2022 (and Ongoing as needed)	6-12 Curriculum Director, TLC Director, Technology Coach
13.	Plan an orientation program for accepted students	Ensure that the students have the support they need to successfully transition to the program.	P/I	August 30, 2022	Remote Pathway Team

Draft Weekly Schedule for Remote Pathway

- Monday - Students will attend in person at The Learning Center (TLC) to make connections with their teachers from the TLC. The development of personal adult relationships is a vital part of helping students succeed. TLC uses Mondays to help students grow and develop SEL Skills through its regular “Mental Health Mondays”
- Tuesday, Wednesday and Friday - Students will engage in Remote Learning with an expectation that they attend their classes regularly with their TLC teachers, course will begin at the traditional Block 2 - 5 times. (8:45-1:40, with a lunch break) A minimum attendance requirement will be set for students to remain in the program.
- Thursday - TLC involves students in different relationship and team building activities on Thursdays, including Service Trips, Team Building and “Fun” Activities. The goal of these activities is to build a sense of community and caring for each other, this will help these students feel part of the program.

Section 3: Define Innovation Outcomes & Measure to Assess Outcomes

A. Identify the outcomes (*i.e., student outcomes, changes in instructional practices, changes in student practice*) that you expect to see as a result of your innovation.

Consider both short-term and long-term outcomes, at different points in the time (e.g., at 6 months, 12 months, 2 years and 3+ years).

Our project will identify 15 to 20 students who are in the 8th grade and 9th grade cohorts and meet the criteria of ‘at risk’ as identified above. It is the program outcome objective to see measurable growth in some or all of the identifying factors. The development of our program was focused on the identified factors that contribute to students dropping out of high school and/or not completing high school with their cohort class. In addition, the innovation will focus on supporting students to develop transferable skills that extend into the opportunities that students have when the transition from high school to the ‘next step’ in their life. The outcomes measured will be primarily focused on the students while they are in school and within the focus of our ability to influence/support success.

MSAD 6 uses the NWEA as a standardized assessment to measure academic growth in literacy and math. The students in the Remote Pathway will take these assessments in the Fall, Winter and Spring assessment windows scheduled by the state of Maine. The remote cohort NWEA data will be compared to that of their peers as one measurement of student success. More importantly, the teachers will use individual NWEA data to help inform their instruction. Teachers will be able to fine tune instruction and provide remediation and support to students based on these and other assessment measures.

MSAD 6 has adopted a proficiency-based model of instruction and assessment. The classroom formative and summative assessments are aligned to graduation standards and are scored with common rubrics. This will allow reviewers to compare the standard scores

of students in the remote program with those in the in-person program at The Learning Center. Students will have multiple opportunities to demonstrate success on standards through reteaching, remediation and re-assessment.

A MTSS screener will be used to measure social and emotional growth of the students. This will be administered in the Fall, Winter and Spring as well. Another measure of engagement will be student attendance and behavior data. This data will be reviewed as another measure of the success of the program, but it also will be used intermittently to make adjustments to the program as needed.

B. Describe your plan for collecting and reviewing data to assess your innovation outcomes.

Potential data to collect includes qualitative and quantitative data (e.g., surveys, interviews, focus groups, observations, exit tickets, and on-demand assessment(s) that can be considered.

Data Type Baseline (B) Frequency of Data Person(s) Responsible Interim (I) Collection for Collection and

	Data Type	Baseline (B) Interim (I) Summative (S)	Frequency of Data Collection	Person(s) Responsible for Collection and Data Quality
1.	Academic Assessments	B, I, S	The NWEA will be administered in the Fall, Winter and Spring. Performance on graduation standards will be measured using summative classroom assessments throughout the year. (This is in alignment with the BEMS and BEHS academic programs.). We will track to make sure students are performing at the same level as their peers in the other pathways.	Teachers and Administrators
2.	Student Social & Emotional Growth	B, I, S	The MTSS screener will be administered to all students in the Fall and Winter. We will use the interim data to inform adjustments to the program to meet individual student needs.	TLC Director and Administrators
3.	Student Engagement	B, I, S	Attendance and behavior data will be reviewed	Remote Pathway Team

			periodically as a measure of program effectiveness	
4.	Remote Program Effectiveness	I, S	Parents and Students will be surveyed in the Winter and the Spring to gather data on the effectiveness of various program components.	Remote Pathway Team
5.	Teacher Effectiveness	I, S	Teachers will receive feedback on their effectiveness using the Marzano (iObservation) framework at the midpoint and the end of the year. (Formal or informal feedback based on the district's evaluation system.)	TLC Director

C. Describe how you will **scale and sustain** your innovation, including necessary policy changes, changes in mindsets, capacity-building activities, and **long-term financial sustainability**.

Consider the systems changes that this innovation will require and promote.

The MSAD 6 Remote Pathway Program was discussed with the MSAD 6 Board of Directors as well as the Budget Advisory Committee. In addition, planning for the program has included the superintendent, assistant superintendent, high and middle school principals, school counselors, and teachers. The MSAD 6 Dropout Prevention Committee is supportive of this initiative and has recommended this program as an opportunity to reduce the dropout rate and increase graduation rates in MSAD 6. The level of support from a variety of stakeholders is unprecedented and helps to establish sustainability.

During the 2022-2023 budget planning process there is a clear understanding that this program will be funded through a contract with the State of Maine. However, given the expected success there is agreement that the district would assume the cost in the local 2023-2024 school budget. The students identified for this program have 'at risk' factors of dropping out of high school. The stakeholders supporting the development of this program will also be the stakeholders helping others understand the correlation between student enrollment and the state funding formula. Of course there is no guarantee that the district will sustain this effort, however, in all of the conversations during the program development we feel confident that the district will support the program through local funds. Success builds on itself and MSAD 6 has a reputation of supporting programs for students that provide multiple pathways and opportunities that meet the diverse needs of our learners. I am confident that the success of this program will be supported by local funding efforts.

MSAD 6 Vision: Bonny Eagle School District, in partnership with the community, embraces a system of continuous improvement in a safe and supportive learning environment.

MSAD 6 Mission: The mission of Bonny Eagle School District is to help all students reach their full potential.

D. Describe the feasibility review you engaged in during the development of your innovative pilot plan, including which aspects of the plan for the pilot were reviewed, which stakeholders were engaged, feedback received and revisions made to the plan as a result of the feedback.

MSAD 6 is a 1:1 district with all students assigned an iPad as well as the availability of hotspots for students who may have connectivity issues with internet services. As a rural community, technology has maximized learning opportunities for students by ensuring that they are assigned a device that allows them access to the internet and learning activities. The middle and high school staff utilize Google Classroom as a platform for classes and students exchange much of their work through electronic submission. We believe that this is a critical foundational step in the success of our innovative remote learning program. These resources have been in place for many years and the district has made the financial commitment to sustain those resources for students K-12.

In the formative stages of program development, the middle school administration considered students in grades 7 and 8 who had withdrawn from Bonny Eagle Middle School for home school and/or charter school options during the pandemic. Assumingly there are many reasons why families made those decisions, however, our development team is confident that anxiety about being in a large school setting was a major factor for choosing an outside option. The number of families who made those decisions during the early stages of the Pandemic increased, as compared with pre-pandemic, and we believe that providing families with a more personalized educational option in the safety of their home environment will be attractive to these students and families. The administration also identified, for the program planning team, students who were classified as truant as a population of students who needed a viable learning pathway that would support their return to educational services. In our experiences, students who are truant have a variety of challenges that prevent them from regular attendance that could be minimized with a remote option. Students' ability to access their education synchronously and asynchronously is an 'out of the box' learning pathway option that would minimize some of the challenges faced by the chronically absent and/or truant students.

Another important factor as we evaluated the feasibility in plan development was the support from the MSAD 6 Board of Directors. Implementation of new programs must certainly earn the support from the Board to ensure they embrace the initiative and understand how to fulfill the district vision and mission.

Having the infrastructure, administrative support and the student need for a remote learning pathway is a major factor in the development of this innovation. It goes without

saying that our target population is one of the populations that would benefit from this innovation. In a large district, we know that there are other students who could and/or may benefit such as students who are not being successful with in-person instruction because of daily attendance or behavior issues. In our feasibility review we recognized that MSAD 6 has no alternative learning pathway for students in grades 8 and 9. We believe that providing a proactive alternative to in person learning for students who are relatively unsuccessful in grades 7 and 8 will significantly increase their chances of graduating with their cohort class and/or having improved academic success and connections with their peers.

Section 4: Identify Key Expenses

A. Identify the key expenses associated with the preparation, implementation, and ongoing refinement of your pilot.

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.

The MSAD 6 Remote Pathway will be connected to the district's in-person alternative ed program at The Learning Center. The remote students will be able to access all of the same resources as the in-person students, including 1-1 iPads, hotspots, books, print materials, etc. All of the teachers in the TLC program will have an opportunity to teach a subject to the remote students as part of their day. In order to provide this and still maintain the current in-person program at TLC, an additional staff member is needed. The proposed Remote Pathway also includes some in-person experiences each week including social/emotional learning, team building, service learning and career exploration. Remote elective courses (art, health, etc.) will utilize online courseware.

Projected Program Costs

One FTE Teacher	\$70,000
Remote Instructional Supplies (including online curriculum resources)	\$19,000
Staff Professional Development (Summer and during the year)	\$5,000
Student and Parent Educational Nights and Outreach	\$1,500
Enrichment Activities/Field Trips	\$4,500

Total: \$100,000.00