

RREV's Innovative Pilot Template - Bath Middle School

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.

Bath Middle School (BMS) is a public school in Bath, Maine, which serves approximately 350 students in grades 6-8. The Covid-19 Pandemic created both an opportunity to reflect critically on the climate, culture, and practices of BMS, as well as an inflection point to reconsider the status quo and de facto norms that have persisted in recent years.

BMS was affiliated with Expeditionary Learning (now EL Education schools) between 2008-2014, and received school design services and teacher coaching. Many of the signature experiences BMS is known for emerged from this period, including: F.L.O.W. (Fundamental Learning on Water), a 4 day salt-water canoe camping trip done by all 8th graders; Fall outdoor learning experiences with the Ecology School and the Chewonki foundation for 7th and 6th grades; a long-term study on invasive green crab populations and ocean acidification that culminates in an annual public ocean sustainability event; as well as the installation of a greenhouse and apple orchard.

There is much work still to be done. While they are beloved by students and staff alike, outdoor learning opportunities are functionally one-off experiences and lack integration with the overall learning plan at BMS. Teachers lack shared planning time to coordinate, align standards, and effectively plan learning expeditions. Since the contract with EL expired, there is no person with the training and time to onboard new teachers to the EL Education model, and continuing faculty receive little or no ongoing development in the practices. As a result, commitment to and proficiency in EL practices is uneven across the school: a handful of core teachers champion and manifest public events and interdisciplinary units in their free time; most acknowledge the potential benefits of these practices, but have become apathetic due to time constraints, lack of access to colleagues due to scheduling issues, and logistical hangups; another block of teachers still see these practices as an educational fad and an imposition on their time and autonomy.

Students are detrimentally impacted by our lack of a cohesive vision and shared expectations. Some teachers expect high quality work, while others push worksheets as a rule; some physical spaces are celebrated, while others are neglected and defaced; depending on what group of teachers a student is assigned to, they will either participate in public exhibitions of their work, practice public speaking, and collaborate with community partners, or they will never have any of these experiences. When walking into BMS, it is unclear what we stand for and whom we serve.

Our goal through this innovation is "to create structures and spaces for every member of the BMS community to feel value and connection." We have identified four key levers to help us achieve this goal: (1) changing the schedule to facilitate shared planning time and the development of teacher passion classes, (2) investing in teacher development that aligns with inquiry and project based learning practices, (3) prioritizing the production

of authentic, real-world, quality work, and (4) investing in the physical spaces and assets of BMS to support goals 1-3.

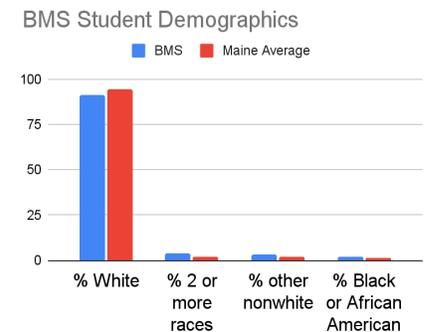
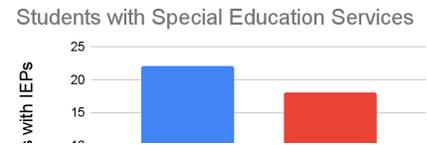
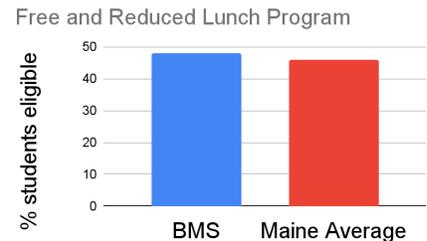
B. Identify which students would be impacted, targeted, or supported by the innovation.

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 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.

It is our hope that the entire BMS community will be positively impacted by our proposed initiative. The BMS student population is largely reflective of statewide socioeconomic¹ and demographic trends², and has a somewhat higher percentage of students who are identified for special education services than the state average (see graphs).³ A defining characteristic of Maine is a demographic divide between the “Two Maines:” the more affluent, urban, communities near the coast, and the poorer, rural, communities inland. Bath Middle School serves both, drawing students from the industrial small city of Bath, as well as the rural communities of Arrowsic, Georgetown, Phippsburg, Woolwich, and West Bath.

A recent survey and interviews of BMS students indicate that many experience school as predictable, boring, a waste of time, and not connected to their future goals. Relatedly, students voiced a desire for a schedule that allows flexibility and choice, more time to get into projects, more opportunities for positive socialization, and work that feels relevant to their future goals. This data suggests a significant problem with students’ perceptions of school and helps explain the lack of engagement and commitment to academic achievement seen in many BMS students. According to data collected during the 2018-2019 school year, only 36% of 6th grade students met habits of work targets in all of their classes. Similarly, only 37% of 8th graders and an even more concerning 26% of 7th graders were meeting such targets. During that same year, suspensions increased by 17% from the previous year. Anecdotally, student performance and behavior have worsened throughout the pandemic. For example, BMS saw 56 suspensions within the first four months of the current school year (as compared to a total of 20 suspensions during the entire 2018-2019 year). In order to improve student achievement, we will actively listen to what students are saying about their experiences at school and allow them to feel a sense of agency in their education by making changes that align with their identified needs. Our program goals aim to make school an active and dynamic place where students feel challenged and supported to produce work that feels important and relevant to their future endeavors.



¹<https://datacenter.kidscount.org/data/tables/1566-school-children-eligible-for-subsidized-school-lunch#detailed/2/any/false/2048,574,1729,37,871,870,573,869,36,868/any/12834,3339>

² <https://worldpopulationreview.com/states/maine-population>

³ https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/SpecialEducation_Final.Jan312020.pdf

Students' social emotional and mental wellness is an important target of our program. We believe that through developing and fostering meaningful connections between students and teachers, students will have increased opportunities to feel seen and valued and teachers will be better able to monitor and identify students in need of additional mental health support. According to a recent BMS survey, 50% of students are not experiencing positive relationships with adults at school, and 60% are not experiencing positive relationships with peers. In addition, as mentioned above, students have expressed a desire for more opportunities for positive socialization. The MIYHS 2019 Middle School Report identified that 76% of students felt safe at BMS, meaning that a quarter of students did not feel safe at our school. This is compared to the Maine state average for the same year of 86% who felt safe at school. The same report indicated that 52% of BMS students had been bullied on school property and a shocking 29% of students answered "yes" to the prompt "Have you ever seriously thought about killing yourself?" On the same question, the Maine state average was 19.8% of students responding "yes." The pandemic has led to increased isolation and delays in social emotional development that are undoubtedly leading to worsening student mental health and that need to be addressed systemically.

Offering teacher passion classes is just one way in which our program will foster increased connection not only between teachers and students but also between peers who discover shared interests. Involving students in maintaining school spaces and encouraging them to display and promote their work will also provide opportunities for them to experience pride, increase their self-esteem, and feel a sense of agency in progressing towards goals. Anecdotal evidence from this school year demonstrates the potential of this innovation. In the Fall of 2021, BMS launched a new makerspace program, equipped with five 3D printers, a green screen room for video production, and woodworking equipment. Additionally, we expanded our robotics program, which was formerly an after school club, into an exploratory class taken by every student in 6th grade. To support this programming, the district expanded the role of the Gifted and Talented Teacher to scale up the robotics class, and created a new STEM teacher position to staff the makerspace. These spaces enable students to go through the design thinking process and create objects and media using code, software, advanced equipment, and hand tools. These courses are extremely popular, and a number of high-risk, low-engagement students have found purpose and a creative outlet in this space, often staying in during lunch and afterschool to work on projects.

Importantly, our program will target teachers as well as students, allowing for enhanced workforce participation. As noted above, teachers at BMS report feeling burnt out and disrespected by students. Teachers are better able to maintain their own investment in providing excellent education when students demonstrate investment in their own learning. The proposed schedule changes in our program will allow for increased collaboration with and support from colleagues, which can decrease stress by allowing for sharing of responsibilities and validation of experiences in the classroom. Teachers will also benefit from working in an environment that demonstrates pride in their accomplishments through exhibition of student work. Teachers who feel appreciated, who experience positive relationships with students, and who see students succeeding through sustained effort are more likely to remain highly invested.

Qualitative teacher input was collected during a faculty meeting in the form of empathy maps. Teachers were provided with the following prompts: What do you hear? What do you see? What do you say? What do you do? And, what do you think and feel (related to pains and gains)? The majority of teachers reported seeing and hearing exhaustion, frustration, and apathy from students and sometimes staff themselves. Many teachers report that they feel burnt out and that students lack pride in the school, investment in their academics, and respect for each other and teachers. We believe that progressing towards our identified goals will effectively target each of these concerns. By increasing value and connection between all members of the BMS community, students and teachers will experience more investment, pride and respect for each other and their school.

Section 2: Describe the Innovation

A. Describe the goals of your innovation.

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.

The goal of our innovation is to “create structures and spaces for every member of the BMS community to feel value and connection.”

- *Structures* are any non-physical elements of the BMS experience, which shape the interactions between members of our community. Structures can bring people together or keep them apart, track them or mix them, and provide them choice or narrow their parameters. Structures are also ways of doing things, from teaching methods to school traditions, and have the potential to integrate or isolate.
- *Spaces* are the physical elements of the BMS experience, both inside and outside of the building. We question how we can change the spaces our students currently use, and how we can use this grant to access new spaces for learning, including visiting other schools, community spaces, and the outdoors.
- *Value* is the importance community members place on their experiences at BMS. Value comes from a complex set of factors, including authentic learning, making connections between content and goals, gaining competence in skills, and much more. We recognize that different experiences create value for different people, and will seek input from students and staff to identify our needs.
- *Connection* is the ability for every member of the community to identify peers, colleagues, mentors, and mentees of importance.
- The “BMS community” comprises a number of stakeholder groups (summarized below). Our innovation focuses on creating value and connection for our primary stakeholders, but secondary and fringe stakeholders will either be directly involved in these efforts (e.g. Chewonki Waypoint Program directly mentors cohorts of our students) or benefit from these efforts (e.g. Bath Police Department uses fewer resources to address student issues).

Primary Stakeholders	Secondary Stakeholders	Fringe Stakeholders
*BMS Students *BMS staff (teachers, ed techs, office staff, custodians, operations, kitchen, etc.) *BMS Administration	*BMS Parents *Morse High School staff/students & building (where BMS students will go next) *Chewonki Foundation Waypoint Program (mentorship program focusing on outdoor leadership and service learning for 7-12 grade) *RSU1 School Resource Officer *Social work services *Coaches *Midcoast Youth Center and Skatepark *Bath Parks & Recreation Dept. *Woolwich Central School staff & students (another K-8 school in the district)	*Chewonki foundation *Bath Police Department *Bath area Food pantry *Patten Free Library *Chocolate Church Arts Center *Communities of practice (EL Education, Restorative Justice Project of Maine)

We recognize that our goal is both broad and deep. To achieve lasting change, we have identified four key levers to help us achieve this goal: (1) changing the schedule to facilitate shared planning time and the development of teacher passion classes, (2) investing in teacher development that aligns with inquiry and project based learning practices, (3) prioritizing the production of authentic, real-world, quality work, and (4) investing in the physical spaces and assets of BMS to support goals 1-3.

Focus 1: Improved Use and Value of Staff Time

We believe that changing the schedule is the first step to achieving our goal. We will convene a committee to create a schedule that will:

- Provide for an extended time once a week where students will be able to take passion classes with teachers from across the school.
- Provide a time for weekly teacher collaboration across content areas and grades.
- Have longer class periods or modular elements in the schedule to facilitate off-campus learning experiences, service learning, and outdoor field work.
- Provide more after school activity options and transportation
- Allow more time for play and positive socialization

Focus 2: Teacher Development

To create more valuable learning experiences, our teachers need coaching and resources aligned with inquiry and project based learning practices. To this aim, we will:

Year 1:

- Develop a plan for professional development focused on inquiry and project based experiential teaching & learning practices. Contract with a coach or teacher development leader for support in this area. Minimum of 2 years.
- Develop annual professional development themes.
- Each team works with coach to develop one high quality expedition

Year 2:

- Introduce peer to peer feedback practices between staff (e.g. Critical Friend Groups or similar)
- Each team develops a second high quality expedition
- Develop new recommendations for the form of lesson plans that use a coaching model, including prioritizing students' work time, collaboration, and choice within parameters.

Year 3:

- Map standards and recurring learning expeditions. This will allow expeditions to “be” the content teachers need to teach, rather than being perceived as an “add-on.”
- Create a library of resources and established community partners to support recurring learning expeditions.
- Devote resources to developing outdoor education programs at BMS.

Focus 3: Student-Focused Authentic Work

Students need to feel their work has value and importance beyond the reward/punishment system of grades. Work must be valuable, authentic, and have an audience who needs it. To this aim, we will involve students and teachers in developing programs of interest to them, which could include:

Year 1:

- Forming a student climate and culture committee.
- One passion/personal interest class offered per teacher each year - these would be based on student requested high-interest topics gleaned from student-survey
- Schoolwide service-learning initiatives

Year 2:

- Two passion/personal interest classes offered per teacher each year.
- Professional Development around assessment for learning, best practice in proficiency/standards-based teaching and learning.
- Mentoring programs with district elementary schools.

Year 3:

- Multiple robust, interdisciplinary learning expeditions in each grade.
- Step up programs with the district high school.

- Reimagining our Student Support Program (behavioral program) to be more oriented around experiential and service learning.
- Identify community needs that BMS students could solve, from composting to alleviating hunger.

Focus 4: Physical Space/Assets

We need to make certain investments in our building and assets to make this reality. The investments will include:

- Purchasing one or more 15 passenger vans to allow staff to take students into the field.
- Invest in making the lobby an expression of the school culture, including making art, interactive elements, and more. This will be shaped by the student climate and culture committee.
- Ingrain maintenance and improvement of the facility in school culture and practice.

Desired Outcomes

All BMS students comprise our target population. The data shared in section 1 indicates that our student population feels disengaged and disconnected from school and the experiences offered. Students do not see value in school, nor connection to future plans. Following the plan as outlined in our proposal will allow us to meet the following goals:

- Increase student engagement in school by providing choice and opportunities for them to pursue areas of interest and passion.
- Create value and connection between students and peers, as well as students and staff through shared experiences in the passion classes developed and created.
- Connect student work in the classroom to work in the real-world by increasing the time and opportunities to work with experts in the community.
- Improved mental health (as measured by MIYHS data)
- Improved attendance (as measured by school data)
- Fewer discipline referrals (as measured by school data)

Policy and School Structure Impact

Existing school policy and structures will need to be changed in order to facilitate this opportunity. Examples of these areas of impact include but are not limited to:

- The structure of school teams (Houses). These will change from 4 person teams to 3, building in a flex block to incorporate student choice. *Assists with meeting stated goal of increasing student choice and engagement.
- The school policy attaching Exploratory teachers to Houses will be changed. Exploratory staff will no longer be attached to grade levels, but will instead be part of all three grade levels to facilitate inclusion of student choice. *Assists with meeting stated goal of increasing student choice and engagement.
- The school policy regarding teacher preps will be amended. Teachers, along with teaching their area of certification, will now also be teaching an elective course as part of the school wide Passions period. *Assists with creating value and connection of students & staff, and increasing student engagement.
- The general school schedule will be changed to provide additional collaborative time for both teams and grade levels - for the purpose of providing teacher teams more time to develop interdisciplinary projects involving the local community, and to provide individuals more time to prepare for new passion classes. *Assists with connecting student work in the classroom to real-world, and increasing student engagement.
- Current school policy around teacher planning time provides 40-45 minutes of time daily. The proposed changes would increase the amount of time teachers have to collaborate with colleagues across both teaching team and grade level by approx. 50%. This time, as noted above, will be instrumental in providing students with the opportunities we believe are necessary to meet our stated goals. *Assists with connecting student work in the classroom to real-world, and increasing student engagement.
- Each bullet outlined above will be significant in helping us meet our goals also listed above. We firmly believe these changes will improve student connection with school, connection with school staff, and improve attendance, mental health, and behavioral needs that we've identified.

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.	Student and staff interviews and focus groups	To identify, and receive feedback on, proposed changes to schedule and school structures to increase student engagement and interest	P	Sp 2022	Brandon, RREV teachers
2.	Monthly 1.5 hour faculty meeting time	Each month BMS staff will meet to discuss one or more parts of the pilot and changes for the coming school year	P	Sp 2022	Brandon
3.	Identifying logistical needs	RREV team will meet to discuss and create a list of logistical needs and how to address them. Examples incl: Process for overseeing hiring and evaluation of instructional coach Plan for upkeep of transport van Meeting w/facilities director to review lobby/entrance space for creation or development of student work display center	P	Sp 2022	Katie/Brandon, RREV teachers
4.	Convene a scheduling committee. Meet throughout Spring 2022	Create choice/passion classes, find time for collaborative planning	I	Sp 2022	Katie/Brandon
5.	Hire Instructional coach with experience with inquiry and project based learning	Embed in BMS staff, lead professional development, facilitate peer learning groups, develop map of recurring	I	Sp 2022	Katie/Brandon

		BMS expeditions and resources to support			
6.	Convene student climate and culture committee	Engage students in developing initiatives to improve BMS climate/culture	I	Sp 2022	Brandon/Paige, RREV teachers
7.	Identify PD theme for SY22/23	Align PD resources, sessions, faculty goals around common purpose	P	Sum 2022	Katie/Brandon
8.	Purchase X 15 passenger van(s)	Facilitate school trips, community engagement, outdoor opportunities	P	Sum 2022	Debra Clark
9.	Develop STEM theme/curriculum around "Interactive BMS"	Engage community experts in selecting and planning projects to reinvision BMS lobby, outdoor spaces, "comfy room," interactive exhibits/sculptures/work	P	Sum 2022	RREV teachers, Student Climate/culture committee
10	Paid summer work for staff to develop investigations before the school year	Ability to plan investigations without the pressure of needing to ready rooms, rosters, schedules, etc.	I	Sum 2022	Team leaders, Curriculum leaders? Not sure...
11	Paid summer work for staff to develop passion elective/enrichment	Staff are prepared on day one and don't view this as an extra burden	P	Sum 2022	
12	SSP team meets	Reevaluate mission/vision of behavioral program	I	Sum 2022	Brandon Ward, SSP, Justin Keleher, Katie Joseph
13	Implementation of PD for teachers	Beginning in August of 2022 PD plan for the year is unveiled (as developed in the summer, see #7)	I	Fall 2022	Katie/Brandon, instructional coach
14	Use of LSW time	The focus of weekly one hour PD time will be used to further the prof development goals set forth	I	Fall 2022 - end of school year	Katie/Brandon, instructional coach
15	Use of monthly faculty meeting	Monthly 1.5 hours of faculty time will be used to further the prof. development goals set forth	I	Fall 2022 - end of school year	Katie/Brandon, instructional coach

16	Instructional coach meets w/student focus groups & climate/culture committee	Hired instructional coach meets with students to collect data on instructional practices to ensure they are meeting the designed engagement goals; this feedback is then brought back to teachers and used to refine the changes in instruction	I	Fall 2022 and ongoing	Katie/Brandon & instructional coach
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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).

1st Year		Student Outcomes	Changes in Instructional Practice	Changes in Student Practice
	Schedule	<p>*Increased value, as students spend time learning skills and content that feels more relevant and chosen</p> <p>*Increased connection between peers, opportunity to engage based on interest and across grade levels.</p> <p>*Increased connection with adults through shared interest, less formal requirements.</p> <p>*Students identify community members who share interests and career aspirations</p> <p>* Students HOW grades (habits of work) will be monitored for evidence that these guiding principles (student engagement, perseverance, and responsibility) are</p>	<p>*Teachers have collaborative planning time within Houses, across grades, and across content areas.</p> <p>*Each teacher offers one passion class in the first year.</p>	<p>*Students choose a passion class each term</p> <p>*Students act as mentors to younger students and learn from older student leaders</p>

		improving		
	Teacher Development	<p>*Standardized test scores improve</p> <p>*Students feel more accountability and expectation, but also more agency and engagement.</p> <p>* Changes in teacher instructional practice will be monitored through use of our TEPG observation system's 5 yearly observations done by the principal and coach. Aspects of the Marshall rubric will be identified that align to this design project to ensure faculty are changing their instructional practices.</p>	<p>*3 Tiers of project based learning practice established. Based on rubrics, teachers set goals to level up, adopting and providing evidence of aligned practices. Experienced teachers mentor newer teachers.</p>	<p>*More time is spent actively working, less time passively receiving.</p> <p>*Students are always aware of the learning target of a given lesson and how it fits into the long-term goals and outcomes of the unit.</p>
	Physical Space/Assets	<p>*Every student contributes to maintenance of the BMS facility</p>	<p>*Teachers each have an assigned maintenance responsibility in rotation (grounds clean-up, orchard tree care, hallway poster removal, etc)</p>	<p>*Students have weekly maintenance responsibilities.</p>
	Authentic work	<p>*Every student participates in a public Celebration of Learning</p> <p>*Every student engages with at least one community member per term.</p>	<p>*Each House is directed to and supported in producing a public event</p>	<p>*Production of at least one publication quality piece of work by each student in year one is prioritized over content coverage</p>
2nd Year		Student Outcomes	Changes in Instructional Practice	Changes in Student Practice
	Schedule	<p>Continue to build capacity starting with 1 strong expedition and moving to year 3 with having a full year's worth of student projects and activities complete for execution in the classroom</p>	<p>*Each teacher offers a passion class each term.</p>	
	Teacher Development	<p>Continuing on with year 1 foci</p>	<p>*Teachers engage in cross-content standards</p>	<p>Continuing on with year 1 foci</p>

			alignment and develop performance-based assessments for passion classes. *Faculty engage in Critical Friends Groups (or similar peer feedback structure) during monthly APGs	
	Physical Space/Assets		*STEM class designs curricular units around student-generated ideas for improvement of BMS physical plant	*Students regularly engage in self evaluation against engineering criteria and constraints, HOWs, and community needs. *Students design, reflect, and refine products until they meet rigorous standards.
	Authentic work	*Each student has a portfolio with quality work from each class and subject		*Production of at least one publication quality piece of work <u>each term</u> by each student per year
3rd Year		Student Outcomes	Changes in Instructional Practice	Changes in Student Practice
	Schedule		*Student leaders can propose passion classes with faculty support	
	Teacher Development	Continuing on with year 1 and 2 foci	Continuing on with year 1 and 2 foci	Continuing on with year 1 and 2 foci
	Physical Space/Assets	*Every student contributes to designing/building a physical asset of BMS		
	Authentic work	Monetize	Monetize	Monetize

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) Interim (I) Summative (S)	Frequency of Data Collection	Person(s) Responsible for Collection and Data Quality
1	Staff “pulse check” surveys (google form)	I	quarterly	
2	Student “pulse check” surveys (google form)	I	quarterly	
3	HOW grades	I	quarterly	
4	Attendance	I	quarterly	
5	Rates of conduct referrals and suspensions	I	quarterly	
6	Photographic evidence of the state of the BMS campus and grounds. Before/after.	I	quarterly	
7	MIYHS survey data points on safety, bullying, suicide (these are all the mental health data points referred to in our description above that we will look to for improvement related to student wellbeing, engagement, and improved ability to learn)	I	yearly/summative	
8	Student engagement survey (as done to collect information to write this grant proposal to ensure our assumptions about students were in fact true), we will collect annual data through the survey we created to	I	yearly/summative	

- 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.

Scaling for sustainability is built into our design, as described in sections 2A, 2B, and 3A. Some of our core innovations, such as the development of a new schedule, will have an immediate and lasting effect without the need for additional investment.

Scale and sustain:

- Policy changes:
 - Professional Development: Increase time for staff planning and collaboration, both during and outside the school year. The school policy regarding teacher preps will be amended. Teachers, along with teaching their area of certification, will now also be teaching an elective course as part of the school wide Passions period.
 - Incentivize interdisciplinary work. In year #1 have one or two teams pilot interdisciplinary units and use them as a model for other teams. In year #2 two more teams pilot interdisciplinary units. Help all teams envision ways they can embed their content expertise into each other's investigations, projects and presentations. How does art fit into math? How does music fit in social studies? How does writing fit into science? Etc. Spending time to answer these questions would allow us to build capacity in a system-wide way.
 - As a school district we need to ensure all items related to this project are ADA accessible. Therefore, committees will need to analyze what policies and program changes need to be ensured so students and staff are supported in this way. This would include accessibility of the new passion classes, van, student off-campus excursions, equipment, etc.)

- Mindset changes:
 - Offer contextual staff training that is based on the principles of Organizational Development (Entry, Diagnosis, Feedback, Solution, Evaluation).
 - We are all on the same team. Provincialism, protectiveness and isolation should be discouraged. Instead, identify specific strengths and skills of each team member and celebrate these differences by drawing on them to collaborate effectively.
 - Working together is complex, but offers better outcomes for all members of the community. The practices of debriefing and drawing on findings to identify successes and action steps for improvement should become part of our routine.
 - To achieve policy changes, we'll need to follow many steps to change people's mindset about how their time is spent during their contact hours. This will involve meetings with our superintendent, union, leadership team and building team leaders.

- Capacity building:
 - Interdisciplinary work and collaborative teaching lend themselves to flexible staff and student grouping. By offering elective passion classes, students from different Houses and different grades can participate together and teachers will be exposed to students not on their regular rosters. Reconfiguring these populations builds more robust connections within the school community.
 - Capacity building will need to take place to ensure that the whole BMS staff understands the design thinking model through professional development sessions led by the Instructional Coach. The coach will also build capacity by leading late start Wednesday training sessions on improving existing and implementing new inquiry based, hands-on student instructional models.

- Long term finances
 - The assistant superintendent and BMS principal will work with the superintendent and business manager to present the Instructional Coach position and van costs to the board for the 22-23 local school budget.

- 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.

The design and implementation team engaged in focus group work with two of the primary stakeholder groups, BMS staff members, and BMS students. The notes and take-aways from these focus groups are included

below. Revisions to the plan included broadening the focus of professional development to being inquiry and project learning based (instead of the specific area of EL Education). The schedule focus now includes more time for students to receive small group instruction 2-3 times a week with core content teachers. Both groups indicated that opportunities for student choice in “Specials” or “Allied Arts” should be prioritized. The Music teacher indicated that Band/Chorus should be part of this consideration.

Notes from Staff Focus Group:

- If we are asking our kids to be critical thinkers and 21st century learners, we need to ask the teachers to do the same.
- The behavioral students anecdotally have better experiences in expeditions
- The WIN period at the end of the day is whack-a-mole. Kids in band have a great experience. WIN time is not productive for kids. The kids who are actually doing the work are kids who could probably do it at home. Those who don't use the time, probably won't at home. Choices of band, weight room, have been positive. Can WIN actually live up to the name “What I Need.”
- This is an opportunity to change the philosophy of 6th grade. Maybe it doesn't have to be completely separate, or have a different schedule, in the future.
- Band/chorus suffer from having kids not always go because of competing priorities. Current schedule doesn't allow lessons for 2 grades because of the lunch/recess schedule. Makes Band feel like a second-class citizen. How can we make a dedicated music block, time for lessons? Chorus only gets 1.5 hours a week.
- Everyone always says we will integrate math, but math never gets meaningfully integrated in interdisciplinary expeditions. When it does, it isn't the math they need to improve overall BMS math achievement.
- Is there value in getting kids working on things they love, and sacrificing a bit in the way of standards? This is the key dropout period. Can we get behind the idea that making people love learning at a slight cost to content coverage is worthwhile?
- Common theme – how will we make EL work? Conversation has been happening for years. Honestly, some don't think hiring a coach will help. The core issue is people. Take 6th grade – the grade that “doesn't do” quality expeditions. There are people who have a strength in delivering quality education. There are headwinds against people who want to do EL. You can't carry it as one person in the House if everyone isn't on board. Why don't we have instead an “academy.” There's a group of teachers who are “all in.” There might be the chance to have a choice. Looping and attached exploratories have never been relevant to 6th grade. \$68K is expensive, and you have people already here who are underutilized. How can we use them better?
- If there was an academy, they could each do a half year in academy, or a half in tradition.
- Different take – instructional coach is *most* important. Put this out, plenty of people will respond negatively that “I have a new responsibility.” If instead we lift up all the staff, all the kids benefit. The time to make high quality expeditions is exhausting. We need someone in house to whip this into happening.
- I feel the only thing celebrated in the school is expeditions. If you don't do a high quality expedition, you aren't celebrated. How do we boost the everyday stuff?
- Question: is the fact that the coach is an EL person the sticking point, versus someone who is there to support all practice?
- Instructional coach would be helpful. Having no experience with EL. First day at school was planning an expedition, and this was a really hard experience. Having a support person to enable people who want to try new things.
- Time with colleagues would help – never can find the time to sit with colleagues to think about how to do things better. If an instructional coach could sit in on those things, that would be great.
- Don't call it a schedule change – call it what it is: a change in practice. We're talking about a philosophical change. Call it a change in “use and value of time?” instead?
- Will this cause personnel shifts?
- How do you get people to buy in when you know it's the right thing for kids?
- We need to have eyes on the outcome. What do kids need to be able to do or produce?

Notes from Student Focus Group:

- Most important thing for me is the passion classes. It's a great opportunity to be able to take a guitar class without having to teach myself or having to pay for lessons. To have the opportunity to come to school and look forward to something you're passionate about every day.
- Ideas for putting interactive displays/sculptures in the front of the school might be problematic – kids are just rushing through. Wouldn't have time to use it. Teachers probably wouldn't be open to using it. Kids would just skip class to mess with it. There are kids who *need* motor breaks, and others who would take a free skip.
- I like the idea of a longer project time. Usually we get 5 days to work on a huge project, and you just made a little model, when you were supposed to make a big thing. It's not enough time to get into stuff and do what you want to do.
- Proposition for when passion projects should be – maybe an option instead of PE? Some kids don't like this time. Shouldn't be during WIN, because it would feel hard to not have time to get work done.
- Passion class could be in the PE rotation. If you start the year with STEM instead of Spanish. Then get a choice for which you could do.
- Some kids should be able to have access to all the teachers in WIN– maybe be able to ask teachers from around the building that they feel connected to for help.
- If you were to elongate STEM class, there should be more of a rubric. We are often given a slideshow that you just copy the code blocks from the slideshow. Not enough chances to be figuring how to do it on your own. Need to have more ability to problem solve, be more hands-on.
- Love that in robotics, Mr. Kovacs doesn't give you the numbers – you have to just keep trying and trying until you figure it out.
- Offer more foreign languages in place of Spanish. I'm passionate about learning Russian. How could we get more choice about this? And how could we do more immersion?
- Foreign language should either be all year, or not at all. I took it for half of last year and can't remember anything.
- I wish teachers gave a monthly survey of what they could do to improve. I wish I could bring up constructive criticism without feeling like I'm imposing.
- Like the idea for the vans!
- In all classes, there should be more creative outlets. Many in our generation are hands-on, creative learners. For example, in ELA, we read 20 pages a night. But non-fiction is discouraged. Want to have more options.
- Because it's getting colder, I know kids who keep skipping recess because it's cold. Not enough time to get coats. Passion projects during recess instead?
- Passion projects could be on Wednesday. Go into town, partner with Chewonki.
- Stop Dreambox. Doesn't give any directions. Doesn't teach you.
- Passion project idea – Having guitars at school for students who don't have them. Have a check-out system.
- Have a sound-proofed room to record music (oohs and ahhs across the room to this suggestion).
- A great idea would be to invest in solar panels for the school - have a class about that at school.
- Have some better computers for recording music and media.
- Shorted the amount of computer use. Less iXL – constant computer use is a problem.

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.*

Preparation of Pilot:

The key to our proposal is ensuring we have the person power and design plan to move forward with our whole school and schedule restructuring for students. To ensure we are set up for success for the 2022-2023 school year, we'll need to complete the below items for our pilot. These will be paid with the line item below related to committee stipend payments for planning all of the system-wide changes.

- holding committee time outside of the teacher contract to change the schedule and incorporate student choice
- designing enrichment/ passion classes and putting together supply budget for implementations
- creating a coach job description to support inquiry and project based experiential teaching and learning and hold interviews
- designing a work plan for upcoming professional development
- creating a learner-centered space to show off student work in our school foyer
- purchasing a van for experiencing off-campus instructionally-based excursions.

Implementation of Pilot:

Once our pilot or “design phase” is over, we will post for the Instructional Coach position and purchase our van so we can begin to use these two new resources to carry out our whole system instructional improvements. Our physical building improvement projects (as detailed below) will also need to be installed. Supply money will be used to outfit our new passion project classes.

Sustaining Our Pilot:

Sustaining this work will involve including adding the Instructional Coach position and van insurance, gas, and maintenance costs into the RSU 1 local budget for the 22-23 school year.

Fulltime Instructional Coach (salary and benefits) - Yr 1	110,000
Committee Stipend Payments and PD/Conference Funds (both work during our pilot design phase and throughout the 1 year of initial implementation)	10,000
Two Used 12 Passenger Van (initial cost, gas, insurance, maintenance)	90,000
Building Improvements for Student Workspace and Displays (school lobby restoration to display student work exhibitions and supplies related to new passion project coursework)	40,000
Grand Total	250,000