State Systemic Improvement Plan (SSIP)

Indicator B17 (APR/SPP)

Report
April 2, 2018

Part B SSIP Phase III
Year 2 of Implementation (2017-2018)

Submitted by

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Vermont's State Identified Measurable Result (SIMR):

To improve proficiency of math performance for students identified as having an emotional disturbance in grades 3, 4, and 5.

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A. Summary of Phase III – Year 2

Vermont is pleased to share this scheduled progress monitoring report that addresses the ongoing work of the State Systemic Improvement Plan (SSIP). This work would not be possible without continued efforts from local leadership teams and the support from families and stakeholders throughout Vermont. In previous filings, Vermont described the rationale for choosing the Statewide Identified Measurable Result (SIMR), which is to improve proficiency of math performance for students identified as having an emotional disturbance in grades 3, 4 and 5; described revisions to previous submissions in Phases I (2015) and II (2016) as well as the collaborative efforts required to further the SSIP work. Based upon stakeholder feedback and lessons learned from year one of implementation, the Vermont Agency of Education (AOE) determined that a mid-course correction was necessary for sustainability and scale-up for this work.

Revisions to Theory of Action and Logic Model

- Revised Phase I – Theory of Action and Logic Model - 2018
  The theory of action developed for SSIP in Phase I reflected communication feedback loops within a Multi-tiered System of Supports (MTSS) framework. This was revised in the 2017 submission to include a graphic representation of the rationale guiding the set of strategies believed to have an impact on teacher/school personnel knowledge, skills, and practices aimed at improved student learning. Based on input from stakeholders and specific feedback from the SSIP sites in June 2017, the theory of action was further revised to include a framework for partnerships between schools, teachers, and families with the result being improved outcomes for students. These changes provided greater clarity around strategies and activities that could create conditions for improved student outcomes within an MTSS framework. The logic model was then aligned to the 2018 theory of action. Both documents are included in Appendix B.
- Revised Phase II – Evaluation Plan - 2018
  Based on adjustments to the theory of action and logic model, the evaluation plan submitted in 2017 was revised to include more appropriate data sources that correspond to current data collection touchpoints. The data collection schedule and the evaluation plan were aligned and combined into one document. This final evaluation plan is fully aligned with both the SSIP theory of action and the SSIP logic model. The finalized evaluation plan and data collection schedule are included in Appendix C.

The first year of implementation for SSIP was designed to be a learning opportunity for the AOE and Year 1 Schools. By collaborating in a consistent and purposeful way, both the SEA Leadership Team and the SSIP schools began to address the opportunities and challenges of meeting the state identified measurable result (SIMR). Based on a full day of stakeholder input in June 2017, Vermont realized the need to be more explicit in its message concerning the focus for the SSIP. Starting with the SEA Leadership Team infrastructure, Vermont engaged in substantive organizational adjustments that rendered needed efficiencies. These are described in greater detail in the next section of this report with specific activities found in Table 5 of Appendix D.

The SSIP work continues to incorporate technical assistance provided by national organizations including representatives from National Center for Systemic Improvement (NCSI), and IDEA Data Center (IDC).

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Coherent improvement strategies or principle activities employed during the year (including infrastructure improvement strategies)

As the SEA Leadership Team began to analyze data from its first year of implementation, Vermont realized that changes were needed before investing additional resources into scale-up of the SSIP. Most importantly protocols and infrastructure changes were necessary to support the updated theory of action and logic model to include a framework for partnerships between schools, teachers, and families with the result being improved outcomes for students. SEA changes included reconfiguring the leadership teams (Appendix H) for efficiency and efficacy. In addition, the SEA Leadership Team had to look at the timing and readiness for scale-up of the SSIP work at both the local and state level. To ensure availability of resources that fully support the SSIP work, the AOE decided to limit scale-up for this year to schools in the original cohort and two additional sites during the usability test year. Principle activities are fully documented in the implementation plan found in Appendix D.

In June 2017, SEA Leadership Team members, with input from specific stakeholder groups, planned and facilitated a Networking Day - a full day of reviewing and sharing successes and challenges for Year 1 Schools. One highlight from the data analysis included a request that the SEA Leadership Team provide additional opportunities for cross-school connections. The SEA Leadership Team listened and made it a priority for an annual face-to-face networking day and four (4) virtual opportunities throughout the school year for SSIP sites to share their progress, challenges, and strategies regarding SSIP implementation.

Vermont determined through verbal and survey feedback from the June Networking Day that the SSIP needed:
- To define the focus of the project more clearly;
- To embed the work/coaching support offered to district level leadership teams through on-site technical assistance rather than full day off-site professional learning opportunities;
- To ensure the alignment of PBIS/trauma professional learning; and
- To continue its support for the implementation of MTSS.

Because of this specific feedback, additional improvement strategies designed to build capacity included:
- As part of clarifying the focus, members of the SEA Leadership Team attended LEA Leadership Team meetings to support their understanding of the SSIP goals, to emphasize aligning current work at SU/SDs with the SSIP, and to clarify questions regarding participation in the SSIP. See Appendix F for demographics of the SSIP sites.
- The agreement of responsibilities (AoR) was revised to clearly define expectations for both the SEA and LEA participants. The AoR focused on supporting local level leadership teams at the SU/SD instead of only working with building level leadership teams. Signatures required for this shift included the superintendent for the LEA and the State Director for Special Education at the SEA.
- Professional learning, coaching, and technical assistance are aligned with PBIS/MTSS frameworks.

Based on stakeholder feedback, Vermont spent the summer of 2017 restructuring the SEA Leadership Team (Appendix H). The team focused on moving from task-driven (transactional) to becoming a thoughtful/reflective (transformational) leadership team. Part of the metamorphosis for the SEA Leadership Team included consideration of the roles necessary for success versus the people currently filling these roles, the appropriate number of stakeholders and frequency of meetings required to

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support local level leadership teams. The SEA Leadership Team also reviewed the need to build capacity through:

- Assessing the needs of the sites and ensuring consistency across sites by investing in more experienced systems coaches; and
- Additions to the Evaluation Team now include both internal and external stakeholders. In this way, the Evaluation Team blends perspectives of the external evaluators with the state and local staff as data is collected, analyzed and used in local/state level data-based decision making. This provides a greater utilization of the evaluation results and enhances the evaluation capacity at the state-level as it would eliminate reliance on a single external evaluator.

Specific evidence-based practices (EBPs) implemented to date

The AOE continues its focus on developing a continuum of supports for all students in Vermont schools utilizing nationally recognized frameworks for academic and behavioral supports: Multi-tiered System of Supports (MTSS) as well as Positive Behavior Interventions and Supports (PBIS). These frameworks will ensure there is a well-defined universal core program, tailored intensive instruction, and for interventions to be responsive to students. PBIS is a framework of data, systems, and evidence-based practices designed to improve student behavior which in turn allows greater access to academic instruction. The MTSS framework serves as the basis for evidence-based practices (EBPs) work done by Vermont schools. These five areas include:
- A Systemic and Comprehensive Approach
- Effective Collaboration
- High Quality Instruction and Intervention
- Comprehensive Assessment System
- Well Designed Professional Learning

The AOE offers SSIP sites professional learning opportunities and resources that are aligned with the long-term outcomes in the logic model. These and other opportunities are included in Tables 2 and 3 of the implementation plan (Appendix D). Trainings offered to SSIP sites include:
- Universal Design for Learning (UDL);
- National Council of Teachers of Math Eight Teaching Practices (Eight Math Teaching Practices); and
- Trauma informed school communities.

In addition, on-site supports and resources also included:
- Systems Level Coaching;
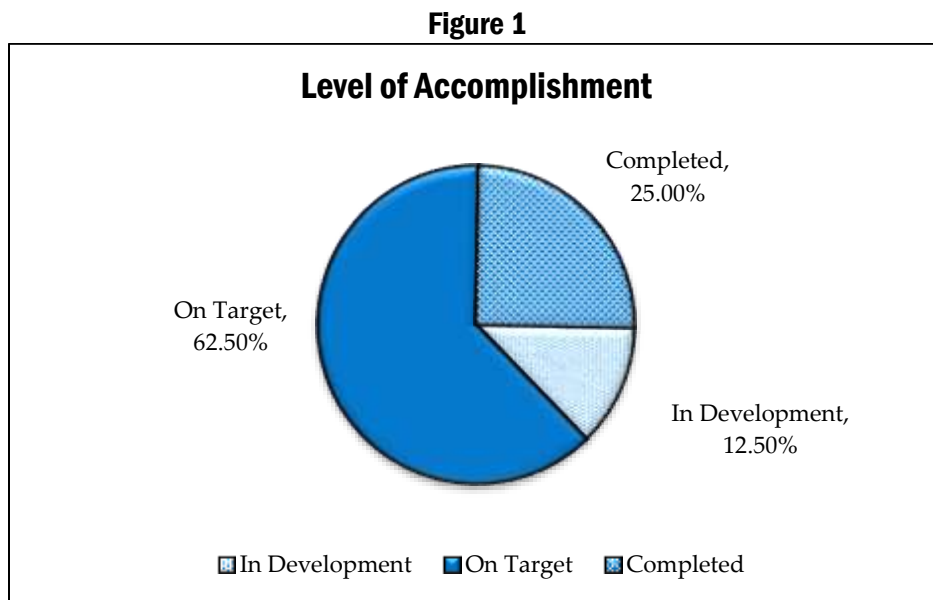- Technical assistance for creating a community of practice around trauma informed school environments;
- The Family Engagement Toolkit is being developed (Appendix G) to support development of partnerships between schools and families;
- Educational Benefit Review and training conducted at all SSIP sites. This is described in further detail on page 7.

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Brief overview of activities and outcomes

Figure 1 provides a snapshot of the progress toward accomplishing the SSIP logic model outputs. Appendix D and Section B provide further detail regarding the progress on SSIP implementation in Vermont.

Figure 1

Highlights of changes to the implementation and improvement strategies

Although the SSIP focuses on improving proficiency of math performance for students identified as having an emotional disturbance in grades 3, 4, and 5, leadership teams are also committed to furthering the Agency's focus on developing a continuum of supports for all students in Vermont schools. Major SSIP accomplishments this year included:

- The SSIP work has been aligned to support the work of other statewide educational initiatives. See Appendix E additional details about statewide alignment of initiatives.
- Vermont has also been a participant in several national initiatives that align with the SSIP work. These include:
    - A presentation at the OSEP Leadership Conference in July 2017 on the integration of Vermont's SSIP and SPDG.
    - When Vermont was not awarded a new SPDG beginning in 2017, the former SPDG co-director (and a current SSIP co-coordinator) joined a new cross-collaborative pop-up from NCSI that was created in response to the challenges faced by states without SPDG funding. Seventeen (17) states are participating in this cross-state community to network, share ideas and strategies for resourcing the SSIP work, and to support member states in continuing to move the SSIP, and related state work, forward.
    - Continued active participation in the math collaborative with technical assistance and support from NCSI.

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- Professional learning has been provided to each SSIP site regarding the <u>Educational Benefit Reviews</u> (EBR). The purpose of the EBR is to determine whether a student's current IEP is reasonably calculated for the student to receive educational benefit. The EBR process involves comparing the student's current IEP with the prior two IEPs and guides school teams through the examination of specific components of the IEP. During this process, the local educational agency's (LEA) EBR team looks at various sources documented in the IEP to determine if educational benefit was received. As the SSIP is focused on improving math performance for students who also experience behavioral issues in the classroom, it will be critical for these students' IEPs to support maximum educational benefit during universal instruction with their peers.

B. Progress in Implementing the SSIP

The SSIP Implementation Plan (Appendix D) provides greater detail about infrastructure development and implementation activities. As the logic model was revised to better describe the outputs and outcomes of the SSIP, data was collected to ensure AOE was on track with the short-term accomplishments necessary to achieve the longer-term outcomes.

Narrative Description of Vermont's SSIP Implementation Progress

- All five (5) of the SSIP sites have signed and committed to the responsibilities outlined in the agreement with the AOE. These agreements serve as the set of expectations for the SSIP sites regarding their engagement in the SSIP.
- Newsletters sent to stakeholders at the state and local level provide information about SSIP implementation. These include the Bridge Project Newsletter (formerly the SPDG Newsletter) and the Weekly Field Memo (See Appendix E). During this reporting period, topics shared included a "spotlight" on SSIP, and information about the SSIP "Office Hours."
- Across the educational cascade in Vermont, SSIP has identified interconnecting leadership team structures, they are:
  - As part of their continuous improvement efforts, the AOE has restructured the SSIP team structures at the SEA level to more effectively manage and monitor implementation. All teams have regular meetings and communication is facilitated by overlapping membership on teams. For example, the SSIP Co-Coordinators serve on the SSIP Evaluation Team as well as the SSIP AOE Management Team so that evaluation information is shared regularly and decision-making is done efficiently. See Appendix H for details of this facilitated leadership structure.
  - All five (5) SSIP sites have identified members of their leadership team who will serve as the coordinating unit for SSIP implementation activities.
- AOE staff and external systems coaches reviewed various LEA documents to gain an understanding of the needs and infrastructures already in place at the SSIP sites. To plan supports for them, systems coaches continue to work with the local leadership teams to recognize challenges, apply their professional learning, and identify areas of need for SSIP implementation and sustainability.
- Five (5) contracts were developed and executed to support SSIP sites in professional learning. These are in the areas of: mathematics, trauma sensitive environments, educational benefit review, family engagement, and coaching for systems change.
- Professional learning opportunities were developed and sessions delivered in the areas of math (n=2), trauma sensitive environments (n=1), and educational benefit review (n=5). As part of the post-training evaluation, data was collected regarding the quality and relevance of each of the

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events. The survey items solicited responses about the extent to which the sessions "meet the stated objectives", included "effective adult learning principles", and "provided relevant strategies and information". There was agreement across the eight (8) sessions of high quality overall: Math: 100% agreement; Trauma Sensitive Environments: 99.7% agreement; and Educational Benefit Review 57.8% agreement.

- The consultant for school/family engagement conducted a needs assessment and reached out to the SSIP sites to identify potential on-site technical assistance (TA). While the onsite TA was meant to be the mechanism for supporting the SSIP sites, it became apparent that a more sustainable approach was needed, therefore The Family Engagement Toolkit was developed for use by SUs and schools throughout the state. [See Appendix G].

- The SSIP project uses a Google Site to offer a centralized web-based communication site. For this reporting period, based on stakeholder feedback, the Google Site was revised to facilitate access to resources and connections more effectively between and among SSIP sites and the AOE. This site is regularly accessed by SSIP leadership teams, professional learning consultants, and the external evaluator to maintain engagement in the SSIP. In addition, a master events calendar is now connected to the site which includes professional learning opportunities, meetings, and key dates/milestones. The google site is also available via a public search with certain sections restricted to SSIP participants only.

- In addition to the planned technical assistance and coaching, additional supports and resources are provided to the SSIP sites as needs are identified and resources are available. To address this, AOE and consultants planned a series of webinars in the form of Office Hours. This format is intended to provide a brief overview of a topic and then foster discussion and sharing by the SSIP site staff participants. The first two of the four-part series of Office Hours webinars were conducted in January and February 2018. The implementation driver of Leadership was addressed during the first session and the results of the post training survey indicate that 100% of the respondents agreed that this session was of high quality and relevant to their work.

Stakeholder involvement in SSIP implementation

Stakeholder engagement is imperative to the success of the SSIP work in Vermont, therefore the SEA Leadership Team has intentionally engaged a variety of stakeholder groups (Appendix H) in numerous activities. Table 9 of Appendix D describes specific stakeholder engagement activities to-date. As the SSIP work continues to progress, the membership of the stakeholder groups will continue to be reviewed and redefined. Input and feedback gathered from these stakeholders through engagement activities will be incorporated into the process for scale-up of the SSIP. In addition, the AOE intends to introduce the family engagement toolkit (Appendix G) beginning with SSIP sites during the school year 2018-2019 so that local level leadership teams can include families as partners (stakeholders) in their local educational communities.

C. Data on Implementation and Outcomes

The evaluation plan for the Vermont SSIP was developed using a participatory evaluation approach in which the external evaluators worked closely with the SEA Leadership Team to finalize the evaluation plan and performance indicators. Appendix C describes the monitoring activities in the evaluation plan and data

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collection schedules. This appendix reflects the adjustments made to ensure streamlined data collection and use of existing data where possible.

To ensure that the SEA Leadership Team has a means of assessing whether the strategies described in the theory of action are leading toward the desired results, the logic model and evaluation plan include more specific outcomes and measures. The measures include methods to assess changes in infrastructure at both the state and local level, increased skills/knowledge at the school and teacher level, and improved proficiency in mathematics at the student level.

The evaluation measures are mapped to the short, intermediate, and long-term outcomes included in the logic model as well as timelines for collecting data to address progress. In the short term, measures are aimed at implementation progress and include: increased knowledge (e.g., personnel who are responsible for providing math instruction gain knowledge regarding the 8 Math Teaching Practices, PBIS, and trauma sensitive environments); parents are aware of these practices. For the intermediate outcomes, the measures examine fidelity of implementation of the knowledge and practices gained in the short term. These lead to the long-term outcome of increasing math proficiency for students identified with an emotional disturbance.

To ensure the evaluation is on track and provides timely data for decision making, data collection timelines are included in the evaluation plan (see Appendix C). These timelines are aligned to the scheduled professional learning and regular administration of self-assessments (e.g., PBIS Tiered Fidelity Inventory). In this way, the results can be reported on timelines that are integrated in the regular meeting schedule for the SEA Leadership Team and stakeholders. The methods include a mix of quantitative and qualitative approaches depending on the nature of the performance measure. Where possible, data collection draws from existing data sources and/or builds on those already being collected to minimize the burden on SSIP sites.

The following tables and narrative provide baseline data for the key measures from the evaluation plan. These specific measures align with the stages of implementation for this year's SSIP reporting period. For some of the measures, outcome data is reported, since it was not possible to establish a baseline. The data regarding educational benefit review is one example of this. Because not all the SSIP sites have had their professional learning, baseline cannot be calculated, therefore outcome data is reported only for those sites who have participated in professional learning. Baseline data will be reported in the next SSIP submission.

Table C.1 – Knowledge of 8 Math Teaching Practices

School Personnel Outcome	Performance Measure	Baseline Data
School personnel who are responsible for providing math instruction are knowledgeable about 8 Math Teaching Practices.	(a) 100% of school personnel participating in math professional learning report increased knowledge in 8 Math teaching Practices.	95.2%

In this SSIP reporting period (February 2017 – February 2018), two (2) mathematics professional learning opportunities were held in March and December 2017 which included staff from four (4) SSIP sites. To collect data on the performance measure regarding increased knowledge, an end-of-training survey was

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administered after each session. The survey included an item asking respondents to rate the extent to which they agreed that the session helped them "extend knowledge in topics that are relevant to my needs and those of my school/district." Of the 21 respondents, 95.2% either strongly agreed or agreed that this was the case. These results serve as the baseline for this performance measure.

In addition to agreeing that their knowledge was extended because of the math professional learning, respondents to the survey also reported they had increased confidence to engage in/support mathematics coaching within MTSS. The survey was distributed at the end of the professional learning and asked participants to reflect on their confidence before and after the session. The specific item a rating scale of 1 (not confident), 2 (somewhat confident), 3 (confident), or 4 (very confident) and respondents were asked to rate their confidence BEFORE and AFTER the professional learning session. BEFORE the session, respondents indicated they were somewhat confident (an average of 2.2). This increased to an average of 3.1 AFTER the session, indicating respondents felt more confident in their engagement and support of mathematics coaching within MTSS.

In addition to overall increased knowledge and confidence, respondents to the math professional learning survey indicated that the sessions extended their individual capacity, specifically in the areas of strategies for engaging all learners in universal instruction (90% agreement) and developing/strengthening their coaching leadership (87.5% agreement).

Table C.2 – Knowledge of Trauma Sensitive Environments

School Personnel Outcome	Performance Measure	Outcome Data
School personnel implement effective EBPs for academics and social/emotional learning as part of MTSS.	(c) 100% of school personnel participating in professional learning on Trauma Sensitive Environments report increased knowledge.	91%

A total of 37 staff from three SSIP sites participated in the two-day Trauma Sensitive Environments training in late September/early October 2017. As part of the data collection, an online survey was completed by each participant following the second day of the training. Of the 37 participants, 30 completed the survey, yielding a response rate of 81%. Two items on the survey asked participants to rate their level of knowledge for two aspects of Trauma Sensitive Environments BEFORE and AFTER the training. The items included a rating scale of 1 (low knowledge), 2 (moderate knowledge), 3 (high knowledge), and 4 (very high knowledge). As depicted in Figure 2 below, most respondents to the survey indicated their knowledge level increased after the session for both the Impact of Toxic Stress on a Student's Development and Ability to Engage (86% agreement) and the Protective Factors and Essential Skills of Resilience (96% agreement). These results indicate that an overall average of 91% of participants gained knowledge related to Trauma Sensitive Environments.

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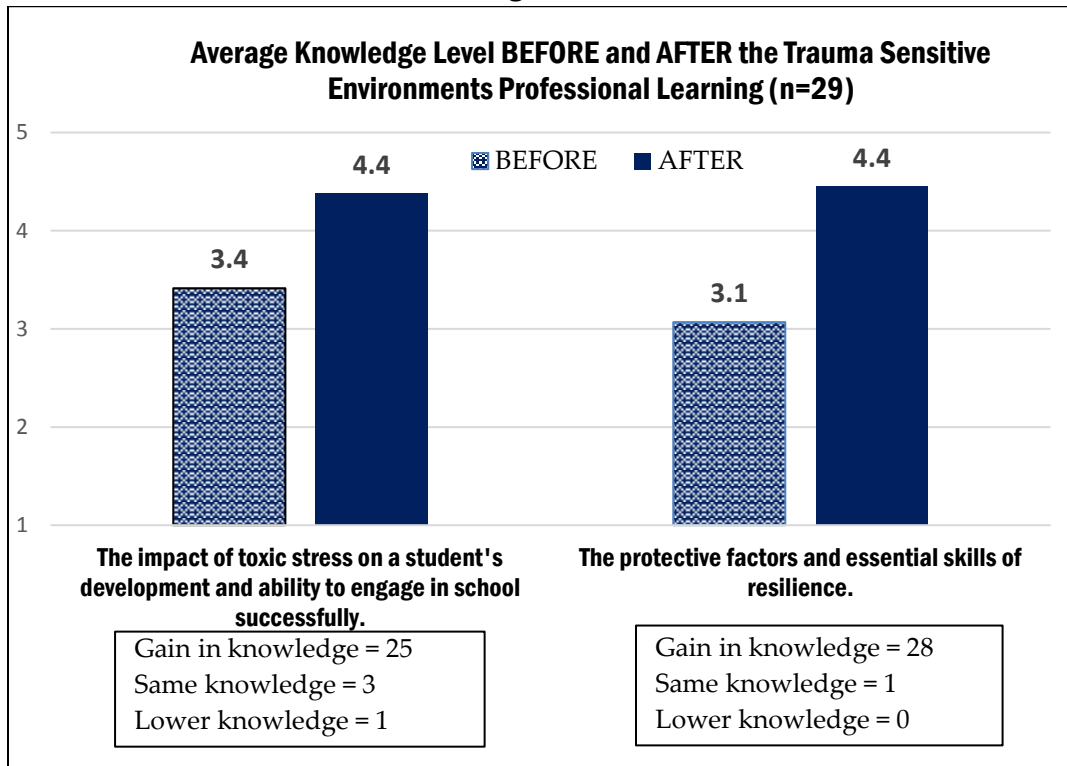_____

Figure 2

Average Knowledge Level BEFORE and AFTER the Trauma Sensitive Environments Professional Learning (n=29)

The impact of toxic stress on a student's development and ability to engage in school successfully: BEFORE 3.4, AFTER 4.4

The protective factors and essential skills of resilience: BEFORE 3.1, AFTER 4.4

The impact of toxic stress on a student's development and ability to engage in school successfully.
Gain in knowledge = 25	
Same knowledge = 3	
Lower knowledge = 1	

The protective factors and essential skills of resilience.
Gain in knowledge = 28	
Same knowledge = 1	
Lower knowledge = 0	

Table C.3 – Implementing PBIS

School Personnel Outcome	Performance Measure	Baseline Data
School personnel implement effective EBPs for academics and social/emotional learning as part of MTSS.	(d) 80% of SSIP sites implement PBIS with fidelity.	Tier 1: Universal Support 62.5% Tier 2: Targeted Support 60.0% Tier 3: Intensive Support 75.0%

These data on level of fidelity of PBIS implementation are based on the results from the Spring 2017 PBIS Tiered Fidelity Inventory (TFI). The TFI is an instrument that includes measures to assess fidelity of core PBIS features at all three tiers. The SSIP sites are at varying levels of implementing PBIS, and not all sites are implementing all three tiers. For this reason, the baseline reflects the percentage of sites implementing each tier with fidelity. As SSIP implementation progresses, AOE anticipates that the supports and resources provided to the SSIP sites will assist them in moving closer to implementing all PBIS tiers with fidelity.

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Table C.4 – Knowledge of the IEP Process

Parent Communication Outcome	Performance Measure	Outcome Data
Parents are aware of the IEP process and their role in their student's education.	(e) 80% of parents at the SSIP sites report increased knowledge of the IEP process and their role in the education of their student with disabilities.	100% of SSIP sited responding to a needs assessment agree that there is regular, two-way, meaningful communication between schools and parents/families of children with IEPs about their student's learning and the IEP process

The data in the table above reflect "outcome" data. The baseline for this measure regarding effective parent and school communication has not been established due to the early stage of implementation for this SSIP outcome. The consultant contracted to provide support related to this outcome, and administered a needs assessment to the SSIP sites to determine the most appropriate resources and support needed by the sites. Three of the five current SSIP sites responded to this needs assessment and the results were used to identify major areas for which resources would be developed.

The needs assessment highlights some common challenges regarding effective school and parent communication at the SSIP sites. While there is agreement on the items that there is a clear vision and ambitious goals for how teachers should engage with families, and the school is committed to continuously improving and supporting positive engagement for parents and families, these are not necessarily actualized for all students and families. Some sites indicated that for parents and families of students with IEPs there is 67% agreement that all families are valued and welcomed, are active participants in their child's education, are connected to other families, and that there is regular, meaningful communication between parents and the schools regarding their student's education. In contrast, only 33% of the SSIP sites agreed that for parents and families of all students there is regular, two-way, meaningful communication between parents and schools regarding their student's education. Challenges regarding meaningful engagement for all parents and families were noted for those in crisis and/or who have experienced trauma.

Table C.5 – Parents Report Effective Communication

Parent Communication Outcome	Performance Measure	Baseline Data
Parents and schools communicate effectively regarding their students' math proficiency and the IEP process	(f) 80% of <u>parents</u> at the SSIP sites report effective communication with school staff regarding their students' academic and behavioral supports.	66.7%

Baseline for this performance measure was calculated using results from the APR Indicator 8 Parent Involvement Survey. To report these data, results from the SSIP sites where the score on the parent survey indicated a positive involvement - were analyzed for those parents/families of students with emotional disturbance in grades 3-5. The result was 66.7% which will serve as the baseline for this measure.

Further analyses were conducted to investigate comparisons of the target population in the SSIP sites with results from parents/families of other students at the SSIP sites as well as the responses from parents/families statewide (8.3% response rate). Results of these comparisons indicate that involvement of

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the parents/families of students with emotional disturbance in grades 3-5 at the SSIP sites is higher than involvement of all [includes ED] parents/families of students with disabilities in grades 3-5 (40%). In addition, the involvement of parents/families of students with emotional disabilities in grades 3-5 at the SSIP sites is higher than the state data from parents/families of students with emotional disabilities in grades 3-5 (33.3%). The table below provides a summary of those data.

Table C.6 – Parent Involvement

	Involvement of Parents/Families of Students with _ED_ in Grades 3-5	Involvement of Parents/Families of Students with _Disabilities_ in Grades 3-5
SSIP Sites	66.7%	40.0%
State Level	33.3%	27.2%

NOTE: includes students with ED

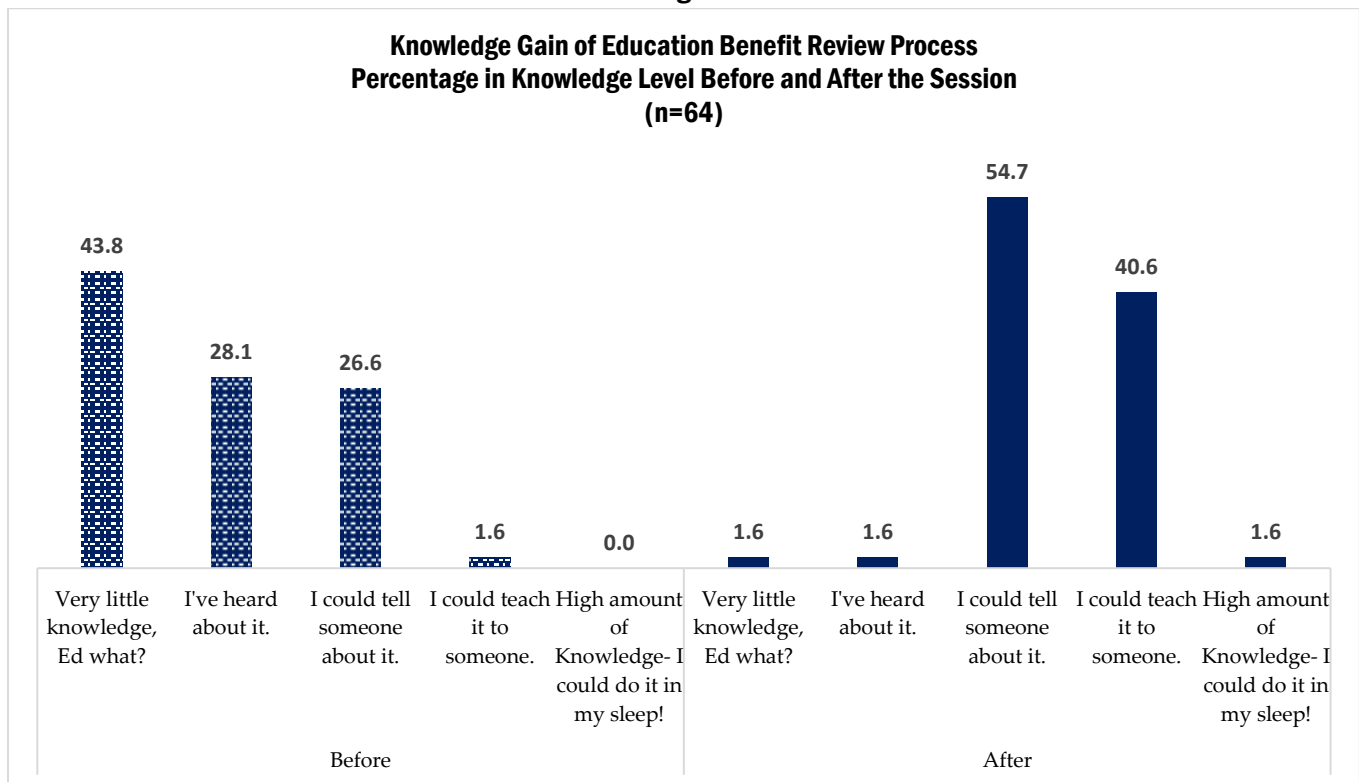### _Table C.7 – SSIP Sites Report Effective Communication_

Parent Communication Outcome	Performance Measure	Outcome Data
Parents and schools communicate effectively regarding their students' math proficiency and the IEP process	(g) 80% of SSIP sites report effective communication with parents regarding their students' academic and behavioral supports (as measured by the results of the Educational Benefit Reviews).	• 100% of SSIP site respondents gained knowledge on the educational benefit review process and parent/school communication skills regarding the IEP process. • 98.4% are likely to use the educational benefit review process to reflect on IEPs and facilitate communication.

Regarding performance measure (g) related to effective communication regarding students' academic and behavioral supports, the SSIP sites are just beginning to receive professional development regarding Educational Benefit Review Process/Reflecting on Quality of IEPs (as described on page 7), so it is too early in implementation to collect data regarding how this professional learning is influencing parent and school communication regarding the IEP process. Results of end-of-training (outcome data) surveys from the sessions conducted for three (3) of the SSIP sites indicate that participants gained knowledge, and aspire to apply their learning about the Educational Benefit Review Process. The chart below displays the data regarding the reported levels of knowledge about the Educational Benefit Review Process BEFORE and AFTER the session. All the respondents (100%) indicated they had some level of knowledge gain and overall, with the majority at a level of 3 or 4 after the session.

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Figure 3

Knowledge Gain of Education Benefit Review Process
Percentage in Knowledge Level Before and After the Session
(n=64)

Regarding their aspiration to change the way they write IEPs, many respondents agreed that this was the case (81.1%). Some offered more information about how their practice would change. Responses included the intention to include parent input more consistently, gain more parent involvement, to be more intentional about the present levels of performance, to consider connections across IEP components, and ensure the IEP truly reflects the student's needs and is centered on those. Another survey item also addressed participants' aspiration to apply what they learned through the professional development session. This item asked for a rating of how likely they were to use the Educational Benefit Review Process to reflect on IEP practices in future. Nearly all (98.4%) indicated they were either very or somewhat likely to do so.

Table C.8 – Equitable Access in Mathematics

Student Outcome	Performance Measure	Baseline Data
Students with ED in grades 3-5 have equitable access to universal instruction in math with effective behavior supports.	(i) 100% of students with ED at SSIP sites have equitable access and participate in core mathematics instruction through academic accommodations and behavioral supports.	87%

For this measure, the AOE will be analyzing a set of data including Least Restrictive Environment (LRE) settings, and eventually discipline data and observations, to assess students' engagement in the mathematics classroom instruction. At this point in implementation, the AOE is reporting only LRE data as baseline from which to assess progress. The coming reporting periods will include results of the other data

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sets and provide a more comprehensive picture of the extent to which students with emotional disabilities have equitable access and are participating in core mathematics instruction.

An analysis of the LRE data at the SSIP sites indicates that 87% of the students with emotional disabilities participate in the general education classroom at least 80% of the day. This is in line with the LRE data for all students with disabilities.

Table C.9 – Mathematics Proficiency

Student Outcome	Performance Measure	Progress Data
Students with ED in grades 3-5 will increase proficiency in mathematics.	(j) 7.2% of students with ED at SSIP sites are proficient in math as measured by the Smarter Balanced Assessment	13.04%

Vermont students in grades 3 through 9 take the Smarter Balanced Assessment (SBAC) which is a set of computer adaptive tests for English Language Arts and Mathematics developed by a national consortium currently made up of 15 states, the U.S. Virgin Islands, and the Bureau of Indian Education. This was the third year Vermont students, statewide, participated in the Smarter Balanced program. Like several other consortium member states, Vermont saw its scores decline slightly this past year. The AOE does not have an explanation for why this occurred. Analysis of the SBAC data for spring of 2017 for mathematics, indicated that 13.04% of students in grades 3, 4, and 5 with an emotional disturbance (ED), at SSIP sites, scored proficient Statewide these scores are slightly lower as only 7.83% of students with ED in grades 3, 4, and 5, scored proficient. The SEA Leadership Team is confident that as these sites continue to engage in professional learning and access the resources provided by the AOE and its partners, outcomes for students with ED will continue to improve. In the next phase of SSIP, the SEA Leadership Team will be collecting and analyzing progress monitoring data, as it is available, to assess improved student outcomes on a more frequent basis.

Table C.10 – Implementing SSIP Activities

Implementation Outcome	Performance Measure	Baseline Data
AOE SSIP activities are completed as outlined in the implementation plan.	(m) 100% of AOE SSIP activities are achieved as evidenced by the implementation plan (Appendix D).	91%

To assess progress on this measure, the external evaluators reviewed the Implementation Plan (Appendix D) and identified activity completion dates that were not met as planned. The review included only those activities across all the implementation stages that were intended to be completed by this implementation year (n=66). An analysis of the completed activities for each of the competency drivers indicates that the area of Stakeholder Engagement had the lowest percentage of activities completed as intended (71.4%). This is an area that the SEA Leadership Team will address in the next phase of SSIP to ensure meaningful stakeholder engagement.

Table C.11 – Systems to Support SSIP through SEA Leadership Team

Implementation Outcome	Performance Measure	Progress Data
AOE has a system in place to support improved math proficiency within MTSS.	(n) Improved ratings of AOE SSIP team(s) functioning.	2017 = 16.7% positive ratings 2018 = 100% positive ratings

To improve proficiency of math performance for students identified as having an emotional disturbance in grades 3, 4, and 5.

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In 2017 and again this year, the Team Functioning Survey was administered to the members of the SEA Leadership Team. This instrument provides a means to assess effective teaming across an array of aspects (e.g., clear vision/mission, effective internal and external communication, clear roles/ responsibilities). Each of these items is rated by individual team members on a scale of 1(not in place) to 7 (effectively in place). To determine baseline for this measure, the results were analyzed and a percentage for the survey items with an average score of "4" and above was calculated. In 2017, this was 16.7% and in 2018 the percentage improved to 100%, indicating that the changes made to restructuring the team have helped with clarity of the focus for the SSIP and how members support its effective implementation.

The members rated the shared vision, clear role/responsibilities, and decision making much higher in the recent survey. The summary of the survey results is depicted in the chart below.
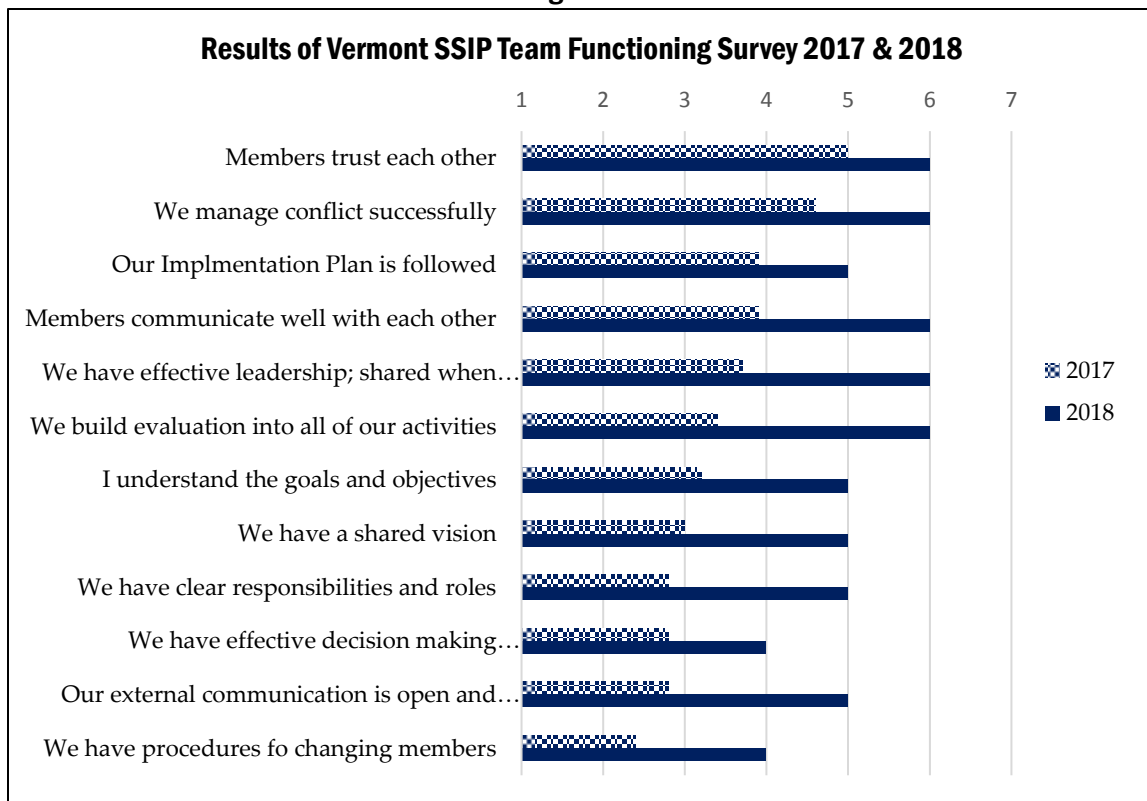
Figure 4

Results of Vermont SSIP Team Functioning Survey 2017 & 2018

Table C.12 – Systems to Support SSIP Through Implementation Activities

Implementation Outcome	Performance Measure	Baseline Data
AOE has a system in place to support improved math proficiency within MTSS	(o) 80% of AOE SSIP activities move toward sustainability stage as evidenced by the implementation plan.	27%

To assess progress on this performance measure, the external evaluators developed a rubric based on the National Implementation Research Network (NIRN) "Stages of Implementation Analyses: Where are we?" resource. Using the Evaluation of Implementation Rubric, the Vermont SSIP Implementation Plan (Appendix D) proposed activities for each driver. Implementation stages were reviewed and categorized as

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either in place, initiated or partially in place, or not yet in place. Table C.13 provides levels of implementation for the activities (a total of 22) at each stage.

At this stage of implementing the SSIP, it is appropriate that the Exploration and Installation stages have a higher percentage of activities in place. As the SSIP activities and supports continue, the AOE expects to see a pattern that reflects a higher percentage of activities in place for the Implementation and Sustainability stages.

Table C.13 – Evaluation Summary for Implementation Activities

Activity Status	Stage of Implementation			
	Exploration	Installation	Implementation	Sustainability
In place	100%	86%	45%	27%
Initiated or partially in place	0%	5%	27%	0%
Not yet in place	0%	9%	27%	73%

D. Data Quality Issues

Data limitations that affected reports of progress in implementing the SSIP/achieving the SIMR

Due to the small n-size of students addressed in the SIMR within individual schools, results for data collection and reporting will need to be aggregated. Each SSIP site will have the necessary data to make local decisions about implementation and progress, however, the disaggregated data will not be included in formal reporting for the SSIP work in Vermont. This approach ensures the use of the data for its specific purpose and by the appropriate participants to make timely and informed decisions. Vermont is a small state, therefore small "n" size will continue to be a limitation within certain regions of the state. Data from those regions will need to be reported in aggregate form during the scale-up phase of the SSIP work.

While there is a level of consistency in surveys used to collect data on the quality of the professional learning sessions, and the gains in knowledge for participants, the specific survey items vary. An aggregate percentage is calculated and reported, but in some surveys the overall quality percentage is based on averaging multiple items, while others reflect a percentage based on a single item score. This approach to data aggregation allows the consultants to use their surveys (developed for the professional learning they deliver) and allows the AOE to report data in a way that addresses the SSIP performance measures. In the coming year, the Evaluation Team will review and assess ways to streamline the various surveys and the potential for using a common measure where possible.

E. Progress Toward Achieving Intended Improvements

The AOE entered into the required activities for SSIP with an open-mind toward examining data, reflecting on current and past practice, and opportunities for stakeholder engagement. Efforts have been carefully executed to consider all relevant evidence-based practices and procedures which would have the greatest impact on meeting the state's SIMR. Vermont's mid-course correction to further develop and improve infrastructure was essential to realize the full potential for greater impact on sustainable results. The SEA Leadership Team has collected qualitative data and baseline quantitative data. The AOE has also adjusted the original evaluation plan and the associated data collection schedule to ensure there is a detailed and specific evaluation approach to measure fidelity of practice. Details of this are provided in Appendix C.

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To improve proficiency of math performance for students identified as having an emotional disturbance in grades 3, 4, and 5.

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Extensive infrastructure changes have been made based on data analysis and stakeholder feedback to ensure there is a framework in place which supports the development of SSIP practices at the local level and is sustainable for statewide scale-up. These infrastructure changes included:

- Revision of SEA Leadership Team membership and structure so that members engage in productive reflection with subsequent data-informed decision-making at regularly scheduled meetings; (Appendix H)
- Focusing on leadership at the LEA level versus only at the school level;
- Aligning SSIP work to support other statewide initiatives; (Appendix E)
- Development of a Family Engagement Toolkit and Self-Assessment that will be piloted in SSIP sites, but will be available to all supervisory union/school districts in the state; (Appendix G) and
- Regular engagement in continuous improvement cycles when barriers or challenges arise.

Throughout the summer months of 2017 the SSIP Leadership Team took time to assess the status of SSIP activities. During this review the topic of "scale-up" was discussed and a suggestion made that the team identify key locations across the state that had shown improvements in supporting the academic outcomes of students with behavioral challenges. A Supervisory Union (SU) and specific schools within that SU were identified as a possible site to explore the components of the necessary and sufficient conditions required in addressing the behavioral and academic needs of students with emotional disturbance. The team surmised that if we could learn about the supportive conditions, effective practices, leadership commitments and strategic implementation approaches, we could better support the design of scale-up activities to be replicated across the state. Based on key outcomes, one of the SSIP sites was identified to be an effective model to pilot this study. An introductory visit by SSIP team members was conducted on January 17, 2018.

Vermont is in the initial phase of understanding the components of effective change that were implemented within this site and the subsequent design and development of a strategic scale-up approach will be addressed through a series of collaborative dialogues between SSIP team members and members of this participating SU leadership team. During this process ongoing coaching and technical assistance will be provided to continue to assist in the identification of current challenges and effective strategies for continuous improvement. In addition, SSIP team members will continue analyzing and identifying the key elements of transformative change processes that are being used by this SU to meet the needs of students in their care.

F. Plans for Next Year

The SEA Leadership Team will continue to collect and analyze data to guide ongoing decision making as described in Appendix C. In addition, the implementation plan found in Appendix D outlines continued work needed for SSIP to be successful statewide. There are numerous state initiatives outlined in Appendix E which focus on content-neutral high leverage instructional strategies that will and should be supported by the work of SSIP. As the AOE looks toward scale-up, participation will not be limited based on the number of students with emotional disturbance, but rather on working with LEA leadership teams who are ready to engage in the SSIP work and focus on math practices that will improve student outcomes. The SEA Leadership Team will also be working with their NCSI technical assistance provider to develop a plan for scale-up in Vermont.

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Appendix A – Acronym List

AHS - Agency of Human Services (mental health agency)

B-17 - Indicator B-17, the SSIP indicator

CCSS - Common Core State Standards

CIP - Continuous Improvement Plan

CSP - Coordinated Services Plan (aka Act 264 Plan)

EBP - Evidence-Based Practice

EBR – Educational Benefit Review

ED - Student with an Emotional Disturbance

EEC - Evergreen Evaluation and Consulting

EQR - Education Quality Review

EQS - Education Quality Standards

ESSA - Every Student Succeeds Act

EST - Education Support Team

FBA - Functional Behavior Assessment

IDC - IDEA Data Center

LEA - Local Education Agency (Supervisory Unions/School Districts)

MTSS - Multi-Tiered System of Supports (includes academic and behavioral supports)

NCSI - National Center for Systemic Improvement

OSEP - Office of Special Education Programs (U.S. Department of Education)

Part B - Age 3 - 21 (special education term)

Part C - Birth to age 3 (special education term)

PBIS - Positive Behavioral Interventions and Supports

RDA - Results Driven Accountability

RFP - Request for Proposal (for contracting with external consultants)

RTII - Responsiveness to Instruction and Intervention

SEA - State Education Agency (i.e., Agency of Education)

SEL - Social and Emotional Learning

SIMR - State Identified Measurable Result (the focus of the state's SSIP)

SPDG - State Personnel Development Grant

SPP/APR - State Performance Plan and Annual Performance Report

SSIP - State Systemic Improvement Plan

SWIFT - School-wide Integrated Framework for Transformation

TA - Technical Assistance

UDL - Universal Design for Learning

Vermont Theory of Action
February 2018

ACCESS | OPPORTUNITY | EQUITY

We believe that if: | **The Vermont AOE in partnership with SUs/SDs** develops highly functioning MTSS Leadership Teams, which in turn support the development and implementation of school based MTSS Leadership Teams…

Then:

Schools would:
- Ensure design and use, with fidelity, of a multi-tiered system of support for academics and behavior with a focus on math.
- Ensure that students with an emotional disturbance would be accessing, participating, and showing progress in the universal math program.
- Ensure the universal math program would be designed and delivered by the highly skilled mathematics teacher who uses the 8 Math Teaching Practices and Universal Design for Learning (UDL).

Teachers would:
- Support the needs of students with ED by implementing knowledge and skills regarding the unique learning characteristics of these students, including:
  - Highly effective mathematics instruction and intervention practices,
  - Effective classroom management techniques,
  - Strategies to develop resiliency,
  - Implementing trauma informed practices.

Parents would:
- Be partners in the education process for their child.
- Be supported in their understanding of their child's needs.
- Work closely with the school in the development and implementation of their child's IEP.

Conditions Created:

Schools would:
- Have a well-functioning MTSS which includes:
  - Leadership commitment to foster equitable learning environments which build resiliency,
  - A culture of learning and high expectations for each and every child,
  - High quality math instruction and intervention across all ties of instruction.
- Coordinate services with the local mental health agency.

Teachers would:
- Have the knowledge, skill, and confidence to:
  - Provide high quality math instruction,
  - Plan and deliver instruction for students with diverse needs,
  - Establish and maintain productive and safe learning environments,
  - Address challenging behaviors.

Parents would:
- Have the knowledge, skill, and confidence to:
  - Engage more fully in the educational process,
  - Support their child's individual needs,
  - Participate in the development and implementation of their child's IEP.

So that:

Students with an emotional disturbance in grades 3, 4, and 5 will have a higher probability of being proficient in math as measured by a statewide comprehensive assessment.

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Vermont SSIP Logic Model

February 2018

ACCESS | OPPORTUNITY | EQUITY

STRATEGIES

Effective Collaboration

High Quality Instruction & Intervention

Balanced and Comprehensive Assessment

Well-designed Professional Learning

Systemic and Comprehensive Approach

ACTIVITIES

Collaborate with and engage stakeholder groups.

Partner with leadership teams to support implementation of evidenced-based practices as part of MTSS.

Provide professional learning and support for *8 Math Teaching Practices* and teaching approaches that allow successful participation for all students.

OUTPUTS

Stakeholder communication resources

AOE Agreement of Responsibility with SU/SD SSIP

Implementation Teams

SSIP school MTSS planning documentation

Contracts for professional learning provider(s)

Training/Prof Learning events

Master Calendar of Events

Webinar(s)

OUTCOMES

Short Term

- Stakeholders are engaged in SSIP implementation.
- School personnel who are responsible for providing math instruction are knowledgeable about *8 Math Teaching Practices.*
- School personnel are knowledgeable about evidence based practices (EBP) and a culture of learning and high expectations for each and every student.
- Parents are aware of the IEP process and their role in their student's education.

Intermediate

- School personnel who are responsible for providing math instruction implement *8 Math Teaching Practices* with fidelity as part of multi-tiered system of supports (MTSS).
- Students with emotional disturbance (ED) in Grades 3-5 have increased access to universal instruction in math with effective behavior supports.
- School personnel implement effective EBPs for academics and social/emotional learning as part of MTSS.
- Parents and schools communicate effectively regarding their students' math proficiency, successful participation in universal instruction, and the IEP process.
- AOE SSIP activities are completed as outlined in the implementation plan.

Long Term

- Students with ED in grades 3-5 will increase proficiency in mathematics.
- AOE has a system in place to support improved math proficiency within MTSS.
- Parents will have the knowledge, skills, and confidence to engage more fully as partners in the educational process for their child.

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Appendix C – Vermont's Evaluation Plan for SSIP Data Collection
SCHOOL PERSONNEL OUTCOMES

Which Logic Model Outcome?	Which Performance Measure?	What Analysis/Method?	What Data Sources?	Who Has the Data?	What Reporting Timeline?
School personnel who are responsible for providing math instruction are knowledgeable about 8 Math Teaching Practices. **[*Short-term*]**	(a) 100% of school personnel participating in math PL report increased knowledge in 8 Math Teaching Practices.	• Qualitative analysis of results • Descriptive & quantitative analyses • Comparative analyses of PL survey and interview data	• Administrator Interviews & Listening Tour • PL pre/post evaluation survey • SSIP School LT Interviews	• AOE • Evaluator • Math PL Consultant	• Y2Q2 • Y3Q1 • Y3Q2 • Y4Q1
School personnel who are responsible for providing math instruction apply the *8 Math Teaching Practices* as part of MTSS. **[*Intermediate*]**	(b) 100% of SSIP Sites effectively apply the *8 Math Teaching Practices.*	• Comparison analysis of observation and interview data	• Observation Tools • SSIP School LT Interviews	• AOE • Evaluator • SSIP School LT	• Y2Q2 • Y2Q1 • Y2Q2
School personnel implement effective EBPs for academics and social/emotional learning as part of MTSS. **[*Intermediate*]**	(c) 100% of school personnel participating in PL on Trauma Sensitive Environments report increased knowledge.	• Qualitative & quantitative analyses of completion data	• PL pre/post evaluation survey • Support completion survey	• AOE • Evaluator • TSE Consultant	• Y2Q4 • Y3Q4 • Y4Q4
	(d) 80% of SSIP Sites implement PBIS with fidelity.	• Descriptive quantitative analyses of fidelity data. • Qualitative analysis of interviews • Comparison analyses of	• PBIS Tiered Fidelity Inventory (TFI) • SSIP Site LT Interviews	• AOE • Evaluator • PBIS	• Y2Q4 • Y3Q4 • Y4Q4

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VERMONT'S STATE IDENTIFIED MEASURABLE RESULT (SIMR)
To improve proficiency of math performance for students identified as having an emotional disturbance in grades 3, 4, and 5.

VT SSIP Evaluation Plan
February 2018

Q1=Aug/Sept/Oct **Q2**=Nov/Dec/Jan **Q3**=Feb/Mar/Apr **Q4**=May/June/July **Y2** = SY 2017/2018 **Y3** = SY 2018/2019 **Y4** = SY 2019/2020

Which Logic Model Outcome?	Which Performance Measure?	What Analysis/Method?	What Data Sources?	Who Has the Data?	What Reporting Timeline?
		student data and interview results.			

PARENT COMMUNICATION OUTCOMES

Which Logic Model Outcome?	Which Performance Measure?	What Analysis/Method?	What Data Sources?	Who Has the Data?	What Reporting Timeline?
Parents are aware of the IEP process and their role in their student's education. *[Short-term]*	(e) 80% of <u>parents</u> at the SSIP Sites <u>report</u> increased knowledge of IEP process and their role in the education of their student with disabilities.	• Descriptive quantitative & qualitative analyses	• Pre/Post PL Survey • Parent Survey • Toolkit Self-Assessment (school teams)	• AOE • Coach • Consultant(s) • Evaluator	• Y2Q1 • Y3Q1 • Y4Q1
Parents and schools communicate effectively regarding their students' math proficiency and the IEP process. *[Intermediate]*	(f) 80% of <u>parents</u> at the SSIP Sites <u>report</u> effective communication with school staff regarding their students' academic and behavioral supports.	• Qualitative & quantitative analysis	• PL Needs Assessment • Pre/Post PL Survey • Toolkit Self-Assessment (school teams) • APR Indicator 8 • PBIS Family Engagement Survey	• AOE • Consultant(s)	• Y2Q1 • Y3Q1 • Y4Q1
	(g) 80% of <u>SSIP Sites report</u> effective communication	• Qualitative & quantitative analysis • Comparative	• Pre/Post Ed Benefit Review survey	• AOE • Coaches • Consultant(s)	• Y2Q4 • Y3Q4 • Y4Q4

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Which Logic Model Outcome?	Which Performance Measure?	What Analysis/Method?	What Data Sources?	Who Has the Data?	What Reporting Timeline?
	with parents regarding their students' academic and behavioral supports.	analyses of parent & school data			
Parents will have the knowledge, skills, and confidence to engage more fully as partners in the educational process for their child. *[Long- term]*	(h) SSIP Sites report increased parent participation in their child's education.	• Descriptive quantitative analyses • Comparative analyses of parent & administrator data	• Administrator Interviews	• AOE • Evaluator	• Y2Q4 • Y3Q4 • Y4Q4

STUDENT OUTCOMES

Which Logic Model Outcome?	Which Performance Measure?	What Analysis/Method?	What Data Sources?	Who Has the Data?	What Reporting Timeline?
Students with ED in Grades 3-5 have equitable access to universal instruction in math with effective behavior supports. *[Intermediate]*	(i) 100% of students with ED at SSIP Sites have equitable access and participate in core mathematics instruction, through academic accommodations and behavioral	• Descriptive & quantitative analysis • Correlation & comparative analyses	• Child Count LRE Data (>80%) • Observation Tools • School student data system (office discipline referrals, attendance)	• AOE (on-site) • Coaches • Math TA Consultant • SSIP School LT	• Y2Q2 • Y3Q2 • Y4Q2

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Which Logic Model Outcome?	Which Performance Measure?	What Analysis/Method?	What Data Sources?	Who Has the Data?	What Reporting Timeline?
	supports.				
Students with ED in grades 3-5 will increase proficiency in mathematics. [*Long Term*]	(j) 7.2% of students with ED at SSIP sites are proficient in math.	• Descriptive quantitative analyses including trends	• Formative / Interim Assessments (opt) • Local Comp. Assessment Plan	• AOE/CFP Team • SSIP School LT	• Y2Q4 • Y3Q4 • Y4Q3
	(k) Students at SSIP sites will continue to demonstrate higher math proficiency than students not participating in SSIP.	• Descriptive quantitative analyses including trends	• SBAC • APR Indicator 3C • Baseline 2017-18 Annual Data going forward	• AOE	• Y3Q2 • Y4Q2

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IMPLEMENTATION OUTCOMES

Which Logic Model Outcome?	Which Performance Measure?	What Analysis/ Method?	What Data Sources?	Who Has the Data?	What Reporting Timeline?
Stakeholders are engaged in SSIP implementation. *[Short-term]*	(l) 100% of stakeholders report engagement in SSIP implementation.	• Quantitative & qualitative analyses	• Stakeholder Surveys	• AOE • Evaluator	• Y2Q3 • Y3Q3 • Y4Q3
AOE SSIP activities are completed as outlined in the implementation plan. *[Intermediate]*	(m) 100% of AOE SSIP activities are completed as evidenced by the implementation plan.	• Descriptive analysis	• Rubric based on Implementation Plan	• AOE • Evaluator	• Y2Q3 • Y3Q3 • Y4Q3
AOE has system in place to support improved math proficiency within MTSS. *[Long-term]*	(n) Improved ratings of AOE SSIP team(s) functioning.	• Descriptive quantitative analysis including trends	• Team Functioning Surveys	• AOE • Evaluator	• Y2Q3 • Y3Q3 • Y4Q3
	(o) 80% of AOE SSIP activities move toward the *sustainability* stage as evidenced by the implementation plan.	• Descriptive quantitative analysis including trends	• Rubric based on Implementation Plan	• AOE • Evaluator	• Y2Q3 • Y3Q3 • Y4Q3

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Appendix D – Vermont's SSIP Implementation Progress

Implementation Output	Accomplishments	Level of Accomplishment
Stakeholder communication resources	● SSIP Google site ● Newsletters	☐ In Development ☒ On target & continuing ☐ Completed
AOE Agreement of Responsibility with SU/SD	● 5 Agreements of Responsibility signed	☐ In Development ☐ On target & continuing ☒ Completed
Implementation Teams	● 5 SSIP leadership teams ● 1 Transformation Team ● 1 SSIP Management Team ● 1 Co-Coordinator Team ● 1 Evaluation Team	☐ In Development ☒ On target & continuing ☐ Completed
SSIP site MTSS planning documentation	● Local Comprehensive Plans ● PBIS self-assessments	☐ In Development ☐ On target & continuing ☒ Completed
Contracts for professional learning provider(s)	● 5 contracts executed	☐ In Development ☐ On target & continuing ☒ Completed
Training/Professional Learning resources	● 8 Prof Learning sessions	☐ In Development ☒ On target & continuing ☐ Completed
	● 1 Family Engagement Self-Assessment & Toolkit	☒ In Development ☐ On target & continuing ☐ Completed
Master Calendar of Events	● Calendar on SSIP Google Site	☐ In Development ☒ On target & continuing ☐ Completed
Webinar(s)	● 2 Office Hours Sessions	☐ In Development ☒ On target & continuing ☐ Completed

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Appendix D – Vermont's Implementation Plan

Vermont's understanding of implementation science <u>stages</u>[1] used in this Appendix is predicated on the following definitions:

Exploration – readiness of leadership teams to begin the work and if not ready, implement accountability measures to create readiness for the work.

Installation – to acquire or repurpose resources (i.e., training) needed to do the work ahead.

Implementation – begin using newly acquired skills in the context of leadership teams that are just learning how to change to accommodate and support the new way of working. (Other initiatives in the State refer to implementation in two distinct phases (initial and full). For the purposes of this document, we have collapsed those phases into one stage of implementation.)

Sustainability – leadership teams use an effective strategy with fidelity and evidence of effective outcomes.

Vermont's understanding of implementation science <u>drivers</u>[2] used in in this Appendix is grounded on the following definitions:

Implementation Drivers are the key components of capacity and the functional infrastructure supports that enable a program's success. The three categories of Implementation Drivers are Competency, Organization, and Leadership. [3]

A key feature of implementation drivers is their integrated and compensatory nature.

- <u>Integration</u> – means that the philosophy, goals, knowledge and skills related to the practice are consistently and thoughtfully expressed in each of the implementation drivers.

- <u>Compensatory</u> – means that the skills and abilities not acquired or supported through one driver can be compensated for by the use of another driver.

Competency Drivers –mechanisms to develop, improve and sustain the ability to implement practices as intended in order to benefit children, families and communities.

- <u>Selection</u> [Table 1] – purposeful process of recruiting sites and staff that have pre-requisite attributes for the SSIP work.
- <u>Training</u> [Table 2] – purposeful, adult-learning informed, skill-based processes designed to support teams in acquiring skills and information needed for systems changes related to the SSIP work.
- <u>Coaching</u> [Table 3] – systems level, regular, embedded professional development designed to help leadership teams use the skill as intended.

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[1] Based on the work of the National Implementation Research Network (NIRN). © 2013-2015 Dean Fixsen, Karen Blase, Sandra Naoom and Michelle Duda

[2] This is based on the work of the National Implementation Research Network (NIRN). © 2013-2015 Dean Fixsen, Karen Blase, Sandra Naoom and Michelle Duda

[3] This is based on the work of the National Implementation Research Network (NIRN). © 2013-2015 Dean Fixsen, Karen Blase, Sandra Naoom and Michelle Duda

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VERMONT'S STATE IDENTIFIED MEASURABLE RESULT (SIMR)
To improve proficiency of math performance for students identified
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VT SSIP Evaluation Plan
February 2018

Access | Opportunity | Equity

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- Fidelity [Tables 5, 6, and 7] – the degree to which coaching, in-service training, instruction, or any other kind of evidence-based professional development or practice is implemented as intended.

Organization Drivers – the organizational, administrative and systems components that are necessary to create hospitable community, school, district, and state environments for new ways of work for teachers and school staff.
- Systems Intervention [Tables 5 and 6] – external variables, policies, environments, systems or structures that influence or have impact on leadership teams.
- Facilitative Administration [Table 4] – internal policy analyses, procedural changes, regulations, and structures designed to reduce implementation barriers so that leadership teams are able to develop a culture focused on fidelity and measurable outcomes.
- Data Systems/Decision Support [Table 7] – a data system that provides timely, reliable data for decision-making and continuous improvement cycles by leadership teams

Leadership Drivers – focus on leadership approaches related to transforming systems and creating change. "Leadership" is not a person but rather a team of stakeholders engaging in different kinds of leadership behavior as needed to establish effective innovations and sustain them as circumstances change over time.

- Adaptive [Table 8] – viable solutions and implementation pathways are unclear and defining a pathway for the solution requires learning by all. This "all" means that the primary responsibility does not lie with a single entity or person.
- Technical [Table 8] – characterized by clear agreement of the problem at hand, with clear pathways to solutions. Engaging in a relevant set of activities will result in a solution. This is a more traditional management approach where problems are defined, solutions are generated, resources are garnered and tasks are assigned, managed, and monitored. A leader guides the overall process and is more "in charge."

Stakeholder Engagement [Table 9] – while not technically not an implementation driver or stage, stakeholder engagement is an integral part of both leadership and organizational drivers. Without stakeholder involvement true adaptive leadership is never achieved, neither is sustainability for systems interventions or facilitative administration. Therefore, Vermont determined that the most appropriate place to include stakeholder engagement activities was to include it as part of the implementation plan in this Appendix.

Instructions for understanding the Implementation Plan – Each implementation driver is a separate table with the table headings referring to specific drivers and the column headings referring to the implementation stages. Within each column the proposed activity reflects what the strategy or activity should look like for each stage with the completed activity describing the strategies and actions used by Vermont, and the date completed is the actual date, or the expected date, of completion. Shading in the date completed section represents Vermont's perspective on progress for towards full implementation.

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Table 1: Selection			
Exploration	**Installation**	**Implementation**	**Sustainability**
Proposed Activity: AOE invites schools to participate in SSIP. **Completed Activity:** SSIP Pilot sites were selected from SPDG schools based upon the following readiness: • committed to achieving fidelity of practice using the MTSS framework; • implementing PBIS with fidelity; and • there were 4 or more students with ED enrolled in grades 3, 4, and 5. **Date Completed:** May-June 2016	**Proposed Activity:** AOE developed an Agreement of Responsibility (AoR) for Districts who had schools participating in SSIP. **Completed Activity:** AOE provided sites who met the selection criteria with an AoR which defined their role and the expectations for participation as a SSIP Pilot Site. **Date Completed:** May-June 2016	**Proposed Activity:** Activities in the AoR included training opportunities that would be funded by IDEA-B through the AOE. **Completed Activity:** Two networking days were scheduled between the AOE and the SSIP Pilot Sites. Day 1 was designed to introduce the SSIP project and to provide time for the development of school-based implementation teams at each site. Day 2 was designed to discuss successes, challenges, and plan for the next school year. **Date Completed:** Day 1 - October 4, 2016 Day 2 - June 7, 2017	**Proposed Activity:** SEA Leadership Team monitors for implementation fidelity throughout SY2017-2018. **Completed Activity:** SEA Leadership team reviews AoR for relevance and revises as needed for improved collaboration as the AOE begins scale-up activities. **Date Completed:** Annually starting June 2017 SY 2017-2018 SY 2018-2019 SY 2019-2020
Proposed Activity: Year 2 sites will be chosen for SSIP scale-up. **Completed Activity:** Year 2 SSIP sites will be invited from within the District or Supervisory Union of Year 1 Sites and/or from other SPDG schools. **Date Completed:** Spring 2017	**Proposed Activity:** Previous SSIP Sites and SEA Leadership Team will provide scale-up support for additional sites in Year 2. **Completed Activity:** Year 1 SSIP sites will help with scale-up as part of the original AoR. **Date Completed:** SY2017-2018	**Proposed Activity:** After one year of participation in SSIP, these schools will be considered model schools to support scale-up for newest sites will be ready to support with scale-up for additional sites the following school year. **Completed Activity:** All SSIP sites will participate in networking opportunities and AOE sponsored trainings as outlined in the AoR in preparation for supporting continued scale-up. **Date Completed:** SY2017-2018	**Proposed Activity:** SEA Leadership Team monitors for implementation fidelity for all SSIP Sites. **Completed Activity:** SSIP Activities in the AoR include training opportunities that would be funded by IDEA-B, as well as other appropriate funds. AOE will continue to align SSIP activities with other state initiatives [Appendix E]. **Date Completed:** SY2018-2019 SY2019-2020

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Table 2: Training			
Exploration	**Installation**	**Implementation**	**Sustainability**
Proposed Activity: Provide orientation to SSIP Pilot Sites who have signed the AoR. **Completed Activity:** AOE visited each school during a regularly scheduled staff meeting to introduce the SSIP project to the entire school and answer questions from building staff. **Date Completed:** September 2016	**Proposed Activity:** Provide specific networking opportunities for all SSIP Sites to plan for Year 1 of implementation and to develop leadership teams at the local level. **Completed Activity:** AOE, in conjunction with NCSI and IDC TA providers, held day-long networking opportunities for SSIP sites. The SSIP sites met to provide input into Year 1 of implementation. Plans were developed, as well as other resources needed to support the SSIP work for SY 2016-2017. **Date Completed:** October 2016	**Proposed Activity:** Support SSIP Site participation and continue to implement MTSS/PBIS practices. **Completed Activity:** Principal interviews and meetings with MTSS External coaches revealed that each participating school was at a different starting point with the SSIP work. Two schools were already prepared to provide the necessary data, while the third realized through this process that they needed to step back and develop a continuous improvement plan before being able to move forward with any SSIP work. **Date Completed:** Winter/Spring 2017	**Proposed Activity:** Develop master calendar of professional learning opportunities vetted for SSIP Sites, so that opportunities are available throughout the school year without overburdening schools during limited time periods. **Completed Activity:** Using the Google platform, the AOE created a master calendar, accessible to all SSIP Sites, for professional learning opportunities relevant to the SSIP work (i.e.: PBIS Webinars, required AOE offerings, local workshops, etc.). This calendar is also accessible to the SEA Leadership Team for planning purposes to balance distribution of opportunities throughout the entire school year. **Date Completed:** Dec 2016-Jan 2017 Annually beginning SY2017-2018
Proposed Activity: Provide professional learning on EBPs in Math Pedagogy and Growth Mindset to SSIP site staff (math coaches, math leaders, and administrators) in grades 3, 4, and 5. **Completed Activity:** Through SPDG, supplemented with IDEA-B funding, a math consultant was chosen to	**Proposed Activity:** Math PL consultant to provide face-to-face training and an additional 6 hours of local technical assistance (TA) to SSIP sites. **Completed Activity:** Math consultant provides EdCamp style instruction to SPDG and SSIP sites on the 8 math teaching practices, Growth Mindset,	**Proposed Activity:** SSIP site staff connect professional learning instructional practices into the classroom at the local level. **Completed Activity:** With the support of math coaches and the math TA providers, SSIP site staff implement new learning in	**Proposed Activity:** SSIP Sites continue to use EBP in math pedagogy at the building level. **Completed Activity:** Math consultant provides individualized TA to SSIP sites and teaching practices are revised to improve student outcomes. **Date Completed:** March – June 2017

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Exploration	Installation	Implementation	Sustainability
provide this professional learning opportunity as part of the original AoR. **Date Completed:** November 2016	as well as math coaching strategies. **Date Completed:** Face-to-Face trainings held on December 2016, January 2017, and March 2017	math practices at the classroom level. **Date Completed:** April – June 2017 SY2017-2018 SY2018-2019	Annually beginning SY2017-2018

Proposed Activity: Provide professional learning and support for developing trauma-informed school communities within a Multi-tiered System of Supports (MTSS) framework**.**
Completed Activity: Consultant selection has begun with an RFP posting for the work and subsequent processing through AOE contracting procedures.
Date Completed:
RFP posted March 2017
Estimated contract May/June 2017
	Proposed Activity: Consultant will evaluate SSIP sites with regards to their knowledge of trauma-informed interventions, as well as provide face-to-face training and 4 hours of individualized technical assistance based on local needs.
	
	Completed Activity: Trauma instruction will include face-to-face learning, webinars, and four hours of individualized TA per SSIP site.
	Date Completed:
	Baseline Survey
	     May-June 2017
	Face-to-Face Training
	     October 2017
	Technical Assistance
	     November 2017 – April 2018
		Proposed Activity: SSIP site staff implement new trauma-informed knowledge into their classroom practices.
		Completed Activity: Analyze various models of trauma-informed schools, develop and implement an action plan for each site in order to differentiate instruction and support for all students. Consultant facilitates an interactive webinar that focuses on a review of each site's successes, developing expertise, current needs, and next steps.
		Date Completed:
		Webinar (May 30, 2018)
			Proposed Activity: SSIP site staff align trauma-informed knowledge into their current MTSS framework of policies and procedures.
			Completed Activity: SSIP Sites continue to include trauma-informed knowledge when developing policies at the district level.
			
			Date Completed:
			SY2018-2019
			SY2019-2020

Proposed Activity: Provide professional learning and support related to family engagement for schools and supervisory unions involved in the SSIP work. **Completed Activity:** Consultant selection has begun with an RFP posting for the work and subsequent processing	**Proposed Activity:** Family Engagement consultant to focus on supporting students with ED through development of resources and/or training sessions for families and school staff around the IEP process, as well as the purpose and benefits of interventions offered	**Proposed Activity:** Schools will use new knowledge around family engagement strategies to strengthen collective understanding of the role of families in the education of students with disabilities. **Completed Activity:** Consultant will ensure appropriate, proactive,	**Proposed Activity:** Development of partnerships between schools and families and the building of a comfortable and safe culture for parents/guardians of students with disabilities. **Completed Activity:** Resources provided by the

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Exploration	Installation	Implementation	Sustainability
through AOE contracting procedures. **Date Completed:** RFP posted March 2017 Estimated contract April/May 2017	through the school's MTSS. **Completed Activity:** Consultant to provide resources and/or training sessions for school-based IEP team members to help them learn and practice skills that will engage families in the IEP process and understand the role of families in the education of their students with disabilities. **Date Completed:** SY2017-2018	and timely assistance to schools and develop resources around EBPs, MTSS, and the special education process. **Date Completed:** Spring 2018	Family Engagement consultant will help SSIP sites develop supports and methods for building relationships with "hard to reach" families in order to involve them in their student's education in positive and proactive ways. **Date Completed:** SY2018-2019 SY2019-2020
Proposed Activity: Support effective implementation of Universal Design for Learning (UDL) in SSIP sites. **Completed Activity:** Through SPDG, supplemented with IDEA-B funding, the AOE will continue to provide professional learning opportunities for teacher leaders, coaches and administrators in SSIP sites. **Date Completed:** Fall 2016	**Proposed Activity:** UDL consultant to continue with training and local TA to SSIP Sites. **Completed Activity:** UDL consultant provides instruction and training for SSIP sites on EBP teaching practices, Growth Mindset, as well as coaching strategies. **Date Completed:** SY2017-2018	**Proposed Activity:** SSIP site staff bring professional learning into the classroom at the local level. **Completed Activity:** With the support of school-based coaches and the UDL consultant, SSIP site staff implement new learning at the classroom and building levels. **Date Completed:** SY2018-2019	**Proposed Activity:** SSIP sites continue to implement UDL practices at the buildings at the local level. **Completed Activity:** UDL consultant provides support to SSIP sites and teaching practices are revised to improve student outcomes. **Date Completed:** SY2018-2019

Table 3: Coaching			
Exploration	Installation	Implementation	Sustainability
Proposed Activity: Utilize MTSSS external systems coaches to support SSIP activities. **Completed Activity:** SEA Leadership Team and SPDG director formalized the involvement of external systems coaches	**Proposed Activity:** SEA Leadership Team and SPDG Director work with external systems coaches around expectations. **Completed Activity:** Communication protocols were developed to support external systems coaches	**Proposed Activity:** Communication between SEA Leadership Team and systems coaches will improve quality of support provided to SSIP sites. **Completed Activity:** Regular collaborative meetings between the SEA	**Proposed Activity:** Based on input from SSIP sites and coaches observations, SEA Leadership Team will need to develop methodologies for coaching to be implemented with fidelity. **Completed Activity:** A systematic approach to

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Exploration	Installation	Implementation	Sustainability
by defining roles and responsibilities. **Date Completed:** August 2016	as they prioritized their school's needs. **Date Completed:** Fall 2016	Leadership Team and Coaches are scheduled for collaboration around supporting SSIP Site Leadership Teams. **Date Completed:** Jan, Apr and May 2017	coaching with fidelity will be developed and implemented at SSIP sites. This will be reviewed and revised as appropriate. **Date Completed:** SY2018-2019
Proposed Activity: SEA Leadership Team aligns use of coaches in SSIP site with existing statewide initiatives. **Completed Activity:** SEA Leadership Team gathers data regarding coaching resources for SSIP Sites at the local level. **Date Completed:** SY2016-2017	**Proposed Activity:** SEA Leadership Team develops method for tracking coaching interventions in SSIP sites. **Completed Activity:** Based on the Coaching Inventory Discussion Tool provided by SISEP and the OSEP Center on PBIS, the SEA Leadership Team develops methodologies for tracking coaching resources in SSIP Sites. **Date Completed:** Begins in Spring 2018	**Proposed Activity:** Coaching interventions are implemented with fidelity at the local level. **Completed Activity:** Evaluation Team collects and analyzes data regarding the effective use of coaching (math, PBIS, systems, etc.) in SSIP sites. **Date Completed:** SY2018-2019	**Proposed Activity:** Scale-up of coaching interventions can be implemented with fidelity. **Completed Activity:** Based on review of data collected, SEA Leadership Team will need to review and revise methodologies for scale-up of coaching interventions implemented with fidelity. **Date Completed:** SY2019-2020

Table 4: Facilitative Administration

Exploration	Installation	Implementation	Sustainability
Proposed Activity: Establish regular communication for all participants involved with the SSIP work. **Completed Activity:** The SEA Leadership Team uses email, phone calls, newsletters and meeting minutes to communicate with all involved in the SSIP work. **Date Completed:** March 2016 – January 2017	**Proposed Activity:** AOE develops a communication plan to reduce the type and volume of communication for maximum utilization of resources. **Completed Activity:** The original communication plan was a cumbersome and an inefficient use of resources. The SEA Leadership Team determined that the communication plan needs to be fluid and reviewed frequently based upon the needs of those	**Proposed Activity:** Communication is strategic and efficient for all SSIP participants. **Completed Activity:** The SEA Leadership Team revised the original communication plan to include a more simplified approach for providing information to the SSIP Sites and other stakeholders. **Date Completed:** SY2017-2018	**Proposed Activity:** Strategic use of an efficient feedback loop(s) improves communication for all participants. **Completed Activity:** The communication plan is reviewed and streamlined to ensure that all participants receive timely and appropriate communication, and that there is a mechanism for communication to become a feedback loop (not one-way). **Date Completed:** On-going SY2018-2019

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Exploration	Installation	Implementation	Sustainability
	participating in SSIP work. The communication plan was revised to reflect this feedback. **Date Completed:** January 2017		SY2019-2020
Proposed Activity: As 100% of Vermont schools use Google at some level for communications and document sharing, the SEA Leadership Team determined using Google drive was the most efficient method to use without overburdening schools. NOTE: no confidential or personally identifiable information is to be stored in the Google drive. **Completed Activity:** The AOE developed folders in Google drive for use by the SSIP Sites and separate ones for the SEA Leadership Team to use. **Date Completed:** April 2016 – January 2017	**Proposed Activity:** Provide training on use of Google as the communication tool for all involved in the SSIP work. **Completed Activity:** After the initial confusion around use of shared documents in Google drive, the AOE designed two Google sites (one for the SSIP Sites and one for the SEA Leadership Team). Individualized training was provided to the SEA Leadership Team, Coaches, Evaluators and SSIP Site Leadership Teams. **Date Completed:** January 2017	**Proposed Activity:** All participants in the SSIP work use Google sites for communication purposes. **Completed Activity:** The SEA Leadership Team continues to use Google Sites for streamlined access to all information contained in the Google drive. AOE updates and maintains these sites regularly (including access permissions, calendar maintenance and document uploads). **Date Completed:** Winter 2017	**Proposed Activity:** AOE further develops online sites as needed for stakeholders and publishing SSIP related materials. **Completed Activity:** Based on stakeholder and SSIP site input, online sites continue to be revised/ developed as needs arise for scale-up. **Date Completed:** SY2017-2018 SY2018-2019 SY2019-2020

Table 5: Systemic Supports			
Exploration	Installation	Implementation	Sustainability
Proposed Activity: Current infrastructure and capacity is reviewed for SSIP work at the state and local levels. **Completed Activity:** SEA Leadership Team requires external support from national TA providers (i.e.: NSCI, IDC, SWIFT, PBIS, etc.) as Year 1 of implementation begins.	**Proposed Activity:** SEA Leadership Team begins to incorporate implementation science strategies for SSIP Activities. **Completed Activity:** SSIP sites are provided with support in developing leadership teams at the local level. **Date Completed:**	**Proposed Activity:** Infrastructure revisions are based on data collection and implementation science strategies. **Completed Activity:** SEA Leadership Team uses implementation stages and drivers to review and revise all previous SSIP work.	**Proposed Activity:** Sustainable infrastructure development must be based on implementation stages and drivers. **Completed Activity:** SSIP sites will be provided with training and support on implementation science tools. SEA Leadership Team continues to receive

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Exploration	Installation	Implementation	Sustainability
SSIP School principals are interviewed for current capacity to do the SSIP work. **Date Completed:** Fall 2016	January and March 2017	**Date Completed:** SY2017-2018 SY2018-2019 SY2019-2020	support from national TA providers in preparation for scale-up. **Date Completed:** SY2017-2018 SY2018-2019 SY2019-2020
Proposed Activity: SEA Leadership Team revises Year 1 implementation plan to include all organization, leadership and competency drivers described in the implementation science framework. **Completed Activity:** SEA Leadership Team continues to access external support from national TA providers (i.e.: NSCI, IDC, SWIFT, PBIS, etc.) to include additional implementation science drivers into the SSIP work. **Date Completed:** SY2016-2017	**Proposed Activity:** Implementation plan revisions are based on data collection and implementation science strategies. **Completed Activity:** SEA Leadership Team continues to receive training and support on use of all implementation science tools. **Date Completed:** SY2016-2017	**Proposed Activity:** SEA Leadership Team begins to incorporate additional implementation science strategies. **Completed Activity:** SEA Leadership Team uses implementation stages and all organization, leadership and competency drivers to review and revise all previous SSIP work. **Date Completed:** SY2017-2018 SY2018-2019	**Proposed Activity:** Sustainable infrastructure development must be based on use of all implementation stages and drivers. **Completed Activity:** SEA Leadership Team continues to receive support from national TA providers in preparation for scale-up. **Date Completed:** SY2018-2019 SY2019-2020
Proposed Activity: SEA Leadership Team reflects upon successes and challenges from year 1 of implementation . **Completed Activity:** SEA Leadership Team engages in a mid-course correction based on data obtained from stakeholders and SSIP sites. **Date Completed:** Summer 2017	**Proposed Activity:** Infrastructure and capacity is reviewed based on year 1 feedback of the SSIP work at the state and local levels. **Completed Activity:** The SEA Leadership team develops a more comprehensive Agreement of Responsibilities (AoR) which outlines specific roles and responsibilities for implementation support to local leadership teams. **Date Completed:**	**Proposed Activity:** Infrastructure revisions are based on data collection and implementation science strategies. **Completed Activity:** SEA Leadership Team uses data from multiple sources, to review and revise the implementation plan in preparation for scale-up. **Date Completed:** SY2017-2018 SY2018-2019	**Proposed Activity:** Sustainable infrastructure development must be based on use of all implementation stages and drivers. **Completed Activity:** SEA Leadership Team engages in continuous improvement cycles to ensure that AOE receives necessary support from national TA providers in preparation for scale-up. **Date Completed:** SY2018-2019 SY2019-2020

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Exploration	Installation	Implementation	Sustainability
	SY2017-2018		
Proposed Activity: Collaboration with other state agencies is crucial to infrastructure development and improved student outcomes. **Completed Activity:** Representatives from the AOE IDEA Part B Team and the CIS Part C team meet regularly to discuss supporting students with social and emotional needs. **Date Completed:** August 2016, October 2016 January 2017, March 2017	**Proposed Activity:** Opportunities for collaboration are reviewed for maximum use of resources and data collection. **Completed Activity:** SEA Leadership Team begins review of areas where collaboration can occur and makes initial inquiries as appropriate. **Date Completed:** SY 2017-2018	**Proposed Activity:** Alignment of SSIP work with other state initiatives and agencies will maximize resources for improved student outcomes. **Completed Activity:** SSIP work will be aligned with other state initiatives wherever possible (specifically related to academic proficiency and implementation of EBP at the local levels). **Date Completed:** SY2018-2019	**Proposed Activity:** Alignment of SSIP work with other state initiatives and agencies continues to be reviewed and revised as appropriate. **Completed Activity:** SSIP work is aligned with the Vermont ESSA State Plan, legislative priorities, and local level initiatives wherever possible. **Date Completed:** SY2018-2019 SY 2019-2020

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Table 6: Evaluation and Progress Monitoring

Exploration	Installation	Implementation	Sustainability
Proposed Activity: Evaluation documents were filed as draft in the Phase 2 SSIP submission as the AOE had not finalized the contract for the consultant as of the filing deadline. **Completed Activity:** Contracted with external evaluator (Evergreen Evaluators/EEC) in May 2016 to develop Vermont's SSIP evaluation plan and related documentation. **Date Completed:** August 2016	**Proposed Activity:** EEC develops a comprehensive evaluation plan and a data collection document for Year 1 of implementation. **Completed Activity:** EEC revised the Theory of Action and developed both a Logic Model and Evaluation Plan that met the needs of the Vermont's SSIP work. This work was accomplished with input from stakeholders and AOE. **Date Completed:** August – September 2016	**Proposed Activity:** Gather data from SSIP sites during Year 1 of implementation to calculate a baseline. **Completed Activity:** SEA Leadership Team and EEC developed a Data Collection Schedule that is aligned with the Theory of Action, the Logic Model and the Evaluation Plan, as well as any standing data collections already scheduled at the local level (i.e.: quarterly at report card dates, annually during statewide assessment window, etc.). **Date Completed:** Fall 2016	**Proposed Activity:** Review Data Collection Schedule and revise as needed for scale-up. **Completed Activity:** Based on feedback from SSIP sites in June 2017, and on-going feedback from stakeholders, the SEA Leadership Team will review and revise evaluation documents for SY2017-2018 **Date Completed:** June 2017 through January 2018
Proposed Activity: Based on Data Collection Schedule developed in Year 1, EEC will collect, analyze, and report results on a regular basis. **Completed Activity:** EEC developed protocols for collecting data from SSIP school teams, stakeholders, SSIP school administrators, and SSIP project staff. EEC also discussed methods and timing of existing data collections with PBIS staff and SPDG evaluator. **Date Completed:** November 2016 - January 2017	**Proposed Activity:** EEC collects data from key SSIP participants and AOE staff using protocols developed and established regular data sharing with PBIS staff and SPDG evaluator. **Completed Activity:** EEC collected data from SSIP school teams, stakeholders, and SSIP school administrators. EEC established data sharing protocols with PBIS staff and SPDG evaluator. **Date Completed:** January 2017	**Proposed Activity:** EEC and AOE establish regular reporting schedule to review results of data collection and analysis and make decisions about implementation. **Completed Activity:** EEC reported results of SSIP site team surveys, stakeholder survey, and SSIP school administrator interviews with SEA Leadership Team. Based on recommendations and discussions, the need for a communication plan was identified and acted upon by the SEA Leadership Team. **Date Completed:**	**Proposed Activity:** ~~EEC and AOE develops Data Collection Plan for year 2 and continue regular reporting of results of data analysis for decision making. Identify timelines for developing and piloting instruments to collect baseline data on key measures.~~ **Completed Activity:** ~~Data Collection Plan for Year 2 developed and opportunities for data collection identified and regular reporting timelines established.~~ **Date Completed:** ~~Year 2 Plan developed – March 2017~~

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Exploration	Installation	Implementation	Sustainability
		November 2016 - February 2017	~~Year 2 Data collection~~ SY2017-2018 **THIS WAS DETERMINED IN A REVIEW TO BE UNSUSTAINABLE AS WRITTEN. THIS ACTIVITY WAS REPLACED WITH THE NEW ACTIVITY LISTED BELOW.**
Proposed Activity: AOE forms an Evaluation Team for all SSIP work. **Completed Activity:** Evaluation Team consists of external evaluator and AOE staff with evaluation and monitoring experience. Team meets bi-weekly (virtual, in-person, or conference calls) to discuss evaluation activities, and progress monitoring needs. **Date Completed:** Summer 2017	**Proposed Activity:** Evaluation Team combines evaluation plan and data collection schedule into a more efficient process. **Completed Activity:** Evaluation Team engaged in a PDSA cycle and with input from stakeholders revised the evaluation plan and data collection schedules into a single document for ease of use. (see Appendix C) **Date Completed:** December 2017	**Proposed Activity:** Evaluation team regularly reviews evaluation activities and fidelity of implementation. **Completed Activity:** Evaluation team meets monthly (virtual, in-person, or conference calls) with the SEA Leadership Team to discuss progress monitoring activities. **Date Completed:** SY 2017-2018 SY 2018-2019 SY 2019-2120	**Proposed Activity:** Evaluation team establishes regular reporting schedule to review results of data collection and analysis and make decisions about implementation. **Completed Activity:** Based on recommendations and discussions, the SEA Leadership Team sets aside time at quarterly meetings to review and discuss data. SSIP Site Leadership Teams are invited to participate as part of the AoR. **Date Completed:** SY 2017-2018 SY 2018-2019 SY 2019-2120

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Table 7: Data-Driven Decision Making			
Exploration	**Installation**	**Implementation**	**Sustainability**
Proposed Activity: Establish regular schedule for SSIP Site Leadership Teams and SEA Leadership Team to review and make decisions based on data collection and analysis. **Completed Activity:** EEC and SSIP Coordinator identified opportunities for meeting with SSIP school teams and the SEA Leadership Team in year 2. **Date Completed:** March 2017	**Proposed Activity:** SEA Leadership Team reviews data to support decisions about implementation progress and outcomes. **Completed Activity:** AOE representatives meet with SSIP Site Leadership Teams (at Networking Day and during coaching sessions) to review plans for data collection and discuss optimum strategies and opportunities for review of data for decision making. **Date Completed:** SY 2017-2018	**Proposed Activity:** SEA Leadership Team meets with SSIP Site Leadership Teams and facilitates decision making based on data collection and analysis of results. **Completed Activity: SSIP Site Leadership Teams** adjust their implementation activities as appropriate based on evaluation data. Evaluation Team adjusts their data collection instrumentation, timing, and/or other collection aspects based on discussion with SSIP site teams. **Date Completed:** SY 2018-2019	**Proposed Activity:** SEA Leadership Team reviews and assesses effectiveness of data analysis review and decision making process for SSIP Site Leadership Teams and the connections to broader SSIP implementation. **Completed Activity:** SEA Leadership Team reviews data regarding implementation, as well as need for course correction and supports. Stakeholders provide input on implementation shifts and considerations for overall SSIP implementation. **Date Completed:** SY 2018-2019 SY 2019-2020

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Table 8: Development of Leadership Teams

Exploration	Installation	Implementation	Sustainability
Proposed Activity: Current infrastructure and capacity is reviewed for SSIP work at the state and local levels. **Completed Activity:** SEA Leadership Team requires external support from national TA providers (i.e.: NSCI, IDC, SWIFT, PBIS, etc.) as Year 1 of implementation begins. SSIP School principals are interviewed for current capacity to do the SSIP work. **Date Completed:** Fall 2016	**Proposed Activity:** SEA Leadership Team begins to incorporate implementation science strategies for SSIP Activities. **Completed Activity:** SSIP sites are provided with support in developing leadership teams at the local level. **Date Completed:** January and March 2017	**Proposed Activity:** Infrastructure revisions are based on data collection and implementation science strategies. **Completed Activity:** SEA Leadership Team uses implementation stages and drivers to review and revise all previous SSIP work. **Date Completed:** SY2017-2018 SY2018-2019 SY2019-2020	**Proposed Activity:** Sustainable infrastructure development must be based on implementation stages and drivers. **Completed Activity:** SSIP sites will be provided with training and support on implementation science tools. SEA Leadership Team continues to receive support from national TA providers in preparation for scale-up. **Date Completed:** SY2017-2018 SY2018-2019 SY2019-2020
Proposed Activity: AOE engages in a majority of technical leadership activities, and few adaptive, for SSIP work. **Completed Activity:** SEA Leadership Team developed and facilitated two networking days for the SSIP sites to report on implementation progress and share wins/hiccups. **Date Completed:** October 2016 and June 2017	**Proposed Activity:** During year 1 the SEA Leadership Team learns what worked and what didn't at each SSIP Site. **Completed Activity:** After each networking day for SSIP Sites the SEA Leadership Team engaged in a retreat day to reflect on outcomes, address challenges, and celebrate successes. Reflective analysis from the SEA Leadership Team outlined the need to provide more support for local Leaderships teams. **Date Completed:** SY 2017-2018	**Proposed Activity:** SEA Leadership Team restructures to enable engagement in adaptive leadership activities that can provide necessary support for the SSIP work. **Completed Activity:** SEA Leadership Team conducts virtual office hours for SSIP sites to provide opportunities for interactive engagement in the area of implementation supports for leadership teams. **Date Completed:** SY2017-2018 SY2018-2019 SY2019-2020	**Proposed Activity:** Sustainable development of leadership teams must include a balance of both technical and adaptive support to SSIP sites. **Completed Activity:** SEA Leadership Team continues to engage in PDSA activities to provide the appropriate level of support to all SSIP sites leadership teams. **Date Completed:** SY 2018-2019 SY 2019-2020

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Table 9: Stakeholder Engagement

Exploration	Installation	Implementation	Sustainability
Proposed Activity: Stakeholder input is imperative to the success of the SSIP work in Vermont. **Completed Activity:** AOE invites stakeholders with various interests in supporting students with disabilities as participants in the first meeting to discuss and provide input for the development of the evaluation plan. **Date Completed:** March 2016	**Proposed Activity:** Regular updates to Stakeholders ensures continued interest in the SSIP work. **Completed Activity:** AOE holds face-to-face meetings for all stakeholders to seek input for continuous improvement of the SSIP work. AOE provides progress updates via semi-annual newsletters to all stakeholder groups. **Date Completed:** November 2016	**Proposed Activity:** Stakeholder engagement is most successful when communication includes opportunities for dialogue and discussion. **Completed Activity:** SEA Leadership Team continues to provide multiple modes of communication for all stakeholders. **Date Completed:** SY 2017-2018 SY 2018-2019	**Proposed Activity:** Stakeholder engagement is sufficient to support scale-up of the SSIP work. **Completed Activity:** Stakeholders continue to provide input and receive feedback for the on-going SSIP work. **Date Completed:** SY 2018-2019 SY 2019-2020
Proposed Activity: Stakeholders are defined as one large group with common, but distinct interests who support and provide input into the SSIP. **Completed Activity:** Stakeholders are invited to annual stakeholders meeting. SEA Leadership Team provides progress updates to stakeholders at these meetings. **Date Completed:** March 2016 November 2016	**Proposed Activity:** SEA Leadership Team representatives receive training on stakeholder groups based on Leading by Convening Training at the National Collaborative face-to-face meeting in Dallas, TX. **Completed Activity:** SEA Leadership Team is trained on the difference between stakeholder management and stakeholder engagement. Stakeholder groups are redefined based on amount of interest, time and resources required for participants of the SSIP work. **Date Completed:** December 2016	**Proposed Activity:** Stakeholder groups are further reviewed and redefined based on infrastructure development and capacity building continues. **Completed Activity:** Stakeholders definitions reviewed and now include members of SSIP Sites, SEA Leadership Team, Outside Agencies, and the original larger stakeholder group. **Date Completed:** SY 2017-2018	**Proposed Activity:** Stakeholder groups continue to be reviewed and redefined as needed. **Completed Activity:** The need for scale-up activities will be considered when redefining stakeholder groups. Input is sought from a variety of stakeholder groups as appropriate. **Date Completed:** SY 2017-2018 SY 2018-2019 SY 2019-2020

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Appendix E – Alignment with Other State Initiatives

In an effort to offer comprehensive and coordinated support to LEAs and schools. The SSIP work collaborates with other state-level teams. As often as possible, braiding of resources and data between state initiatives and the SSIP are encouraged to ensure efficiency and a reduction of touchpoints at the local level. The SSIP SEA Leadership Team utilizes the information obtained from these and other resources for successful implementation of the SSIP. Access to information and resources specific to collaborative work can be found using the following external hyperlinks:

Bridge Project Newsletters

Formerly the SPDG Project, the Bridge Project newsletters include an SSIP update in each bi-monthly publication. Newsletters are disseminated statewide via our weekly field memo distribution list. By including SSIP updates in this newsletter and eliminating the former quarterly summary of SSIP activities, the AOE reaches a larger audience of stakeholders and increases the potential for successful scale-up.

Consolidated Federal Programs (CFP)

The Every Student Succeeds Act (ESSA), Public Law PL 114-95, passed in 2015; the intention of this Act is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close the achievement gap. Vermont's CFP team coordinates disbursement of funds for federal title monies. Title 1 applications require evidence based family engagement activities to receive funds; the SSIP project is also promoting family engagement activities at the local level. The AOE has an internal Family Engagement Community of Practice (CoP) group which meets monthly to collaborate on activities and SSIP team members are an active part of this CoP.

District Management Group Report to the Vermont Legislature

The Vermont legislature commissioned the District Management Group to both help specific supervisory unions/school districts (SU/SDs) and provide recommendations for the state as a whole to serve students who struggle. Ten SU/SDs across Vermont (including one SSIP site) participated in a group project to improve the efficiency, cost-effectiveness, and equity of services for struggling students both with and without special needs. Although this project mainly focused on literacy, many of the common challenges found can be extrapolated to other content areas (math for example), as can many of the recommendations for overcoming these barriers. SSIP approaches are reflected in some of the common themes from the DMG report including:

- As struggling students experience common challenges, a similar approach to addressing their needs is possible;
- A strong general education curriculum helps all students, including students with IEPs;
- Across the SU/SDs, many elementary students who struggle are pulled out of class to receive support;
- Every struggling student benefits from a highly effective teacher
- Deep content knowledge by teachers helps students unlearn misconceptions and master needed skills;

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- Meeting the social, emotional, and behavioral needs of students requires a group effort and many disciplines.

Education Quality Assurance (EQA) Team – Continuous Improvement Template

Submission of a continuous improvement plan is required by Vermont's education quality standards. The SSIP SEA Leadership Team will use data provided in the local continuous improvement plans submitted to the EQA team to determine readiness for scale-up of the SSIP work.

Multi-tiered Systems of Support (MTSS) Team – Resources

Multi-tiered System of Supports (MTSS) Response to Title 16 V.S.A. §2904 Survey Summary 2016-2017. All SSIP sites engage in some level of implementation of a multi-tiered system of supports.

Positive Behavioral Interventions and Supports (PBIS)

All SSIP sites engage in some level of implementation of PBIS at the local level. In addition, SSIP system coaches have access to resources in supporting local leadership teams in developing efficient practices for behavior and academic success. Further the SSIP SEA Leadership Team includes representation from the Vermont PBIS State Team. This ensures that the professional learning, coaching, and technical assistance is at minimum aligned and at times integrated.

Study of Vermont State Funding for Special Education Executive Summary

The Agency of Education was directed, under Section 3 of No. 148 of the 2016 Acts and Resolves of the Vermont General Assembly, to undertake a study of special education funding and practice and in particular, evaluate the feasibility of implementing a census-based funding model in Vermont. Although not yet finalized, a bill (H.897) has been introduced in the legislature that addresses changing the funding formula for special education in Vermont. The SSIP work will need to support this larger systems change in cost structure and service delivery models for serving students with disabilities in local schools.

Vermont's State Plan (ESSA)

To support Vermont's educators and the public in their understanding of the Vermont State Plan and its implications for local-level practice, the AOE has developed one-page summaries of major Plan elements. The SSIP work in Vermont has been aligned with the following sections of the Plan (these are external links from the Vermont Agency of Education website):

- **Annual Snapshot: Multiple Measures:** A list of Vermont's accountability measures, including the academic measures that meet the requirements of ESSA.
- **Continuous Improvement Supports:** A general overview of the supports that Vermont schools will be eligible to receive, depending on their needs.
- **ESSA Vermont State Plan:** An overview of the goals and major components of the Plan.
- **ESSA: All Measures:** a more detailed description of Vermont's accountability measures, including descriptions of successful performance against each measure.
- **Putting The Pieces Together:** how the State Plan connects with other prominent Vermont education policies and initiatives, including EQS and the continuous improvement planning process.
- **Student Group N-Size:** The rationale behind Vermont's identification of a minimum number of students needed to make accountability determinations about schools.

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Appendix F – Demographics for SSIP Sites

The SSIP work has expanded from the original three schools in cohort 1, to five supervisory unions/school districts for the 2017-2018 school year. These sites represent northern, central, and southern geographic areas of the state. Based upon the most recent data (2016-2017) all of these sites have similar student/teacher ratios, yet they range in size regarding student enrollment and full-time equivalents in staffing. This statewide representation provides the SSIP SEA Leadership Team with greater opportunities to examine strategies for scale-up and statewide sustainability.

Terms used consistently for both state and local groups are defined as follows:
- All SWD = All students with disabilities
- All ED = All students in the SIMR group
- All Students = All students (there is no delineation for any demographic grouping)

NOTES:

Data has been reported for students in grades 3-5 with an IEP that states LRE is >80% in a regular classroom or with peers. Data is also reported for students in grades 3-5 who are considered proficient on the statewide math assessment (SBAC). Students measured in the SIMR are *highlighted* for each SSIP Site. Due to the small numbers at individual SSIP sites, even one student proficient or not, could have a major impact on the individual site statistics. With the support of the SSIP systems coach, individual SSIP sites will use their data to make local decisions; whereas, the AOE will be analyzing data for all SSIP sites with a focus towards increasing participation and scale-up in the future.

Caledonia North Supervisory Union (CNSU)

Years Participating in SSIP: 2016-17, 2017-18
Number of Schools in the SU: 5
Total SU Enrollment [PK-12]: 995
Total Student/Teacher Ratio: 10.55
Licensed Staff FTE: 94.31
Free/Reduced Lunch: 57.5%
Students on IEPs: 17.3%
SU Enrollment [grades 3-5]: 292
LRE >80% in grades 3-5
- All SWD – Statewide: 88%
- All SWD – CNSU: 95%
- All ED – Statewide: 87%
- ***All ED – CNSU: 100%***

Proficient on Statewide Math Assessment for students in grades 3-5
- All students – Statewide: 46.63%
- All students – CNSU: 40.20%
- All SWD – Statewide: 12.08%
- All SWD – CNSU: 11.29%
- All ED – Statewide: 7.83%
- ***All ED – CNSU: 9.09%***

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North Country Supervisory Union (NCSU)

Years Participating in SSIP: 2016-17, 2017-18
Number of Schools in the SU: 12
Total SU Enrollment [PK-12]: 2635
Total Student/Teacher Ratio: 9.43
Licensed Staff FTE: 279.29
Free/Reduced Lunch: 57.8%
Students on IEPs: 21.6%
SU Enrollment [grades 3-5]: 576
LRE >80% in grades 3-5
- All SWD – Statewide: 88%
- All SWD – NCSU: 82%
- All ED – Statewide: 87%
- ***All ED – NCSU: 73%***

Proficient on Statewide Math Assessment for students in grades 3-5
- All students – Statewide: 46.63%
- All students – NCSU: 36.22%
- All SWD – Statewide: 12.08%
- All SWD – NCSU: 7.46%
- All ED – Statewide: 7.83%
- ***All ED – NCSU: 12.5%***

Orange North Supervisory Union (ONSU)

Years Participating in SSIP: 2017-18
Number of Schools in the SU: 4
Total SU Enrollment [PK-12]: 737
Total Student/Teacher Ratio: 11.2
Licensed Staff FTE: 65.8
Free/Reduced Lunch: 50.3%
Students on IEPs: 16.5%
SU Enrollment [grades 3-5]: 170
LRE >80% in grades 3-5
- All SWD – Statewide: 88%
- All SWD – ONSU: 100%
- All ED – Statewide: 87%
- ***All ED – ONSU: 100%***

Proficient on Statewide Math Assessment for students in grades 3-5
- All students – Statewide: 46.63%
- All students – ONSU: 46.74%
- All SWD – Statewide: 12.08%
- All SWD – ONSU: 16.67 %
- All ED – Statewide: 7.83%
- ***All ED – ONSU: 9%***

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Orange Southwest School District (OSSD)

Years Participating in SSIP: 2017-18
Number of Schools in the SU: 4
Total SU Enrollment [PK-12]: 855
   Total Student/Teacher Ratio: 10.49
   Licensed Staff FTE: 81.5
   Free/Reduced Lunch: 41.9%
   Students on IEPs: 17.8%
SU Enrollment [grades 3-5]: 202
   LRE >80% in grades 3-5
   - All SWD – Statewide: 88%
   - All SWD – ONSU: 90%
   - All ED – Statewide: 87%
   - ***All ED – ONSU: 100%***
   Proficient on Statewide Math Assessment for students in grades 3-5
   - All students – Statewide: 46.63%
   - All students – ONSU: 53.33%
   - All SWD – Statewide: 12.08%
   - All SWD – ONSU: 10.0%
   - All ED – Statewide: 7.83%
   - ***All ED – ONSU: 50%***

Windham Southeast Supervisory Union (WSESU)

Years Participating in SSIP: 2016-17, 2017-18
Number of Schools in the SU: 9
Total SU Enrollment [PK-12]: 2590
   Total Student/Teacher Ratio: 10.2
   Licensed Staff FTE: 254
   Free/Reduced Lunch: 43.9%
   Students on IEPs: 15.5%
SU Enrollment [grades 3-5]: 542
   LRE >80% in grades 3-5
   - All SWD – Statewide: 88%
   - All SWD – WSESU: 80%
   - All ED – Statewide: 87%
   - ***All ED – WSESU: 88%***
   Proficient on Statewide Math Assessment for students in grades 3-5
   - All students – Statewide: 46.63%
   - All students – WSESU: 45.39%
   - All SWD – Statewide: 12.08%
   - All SWD – WSESU: 6.82%
   - All ED – Statewide: 7.83%
   - ***All ED – WSESU: 8.33%***

FAMILY ENGAGEMENT TOOLKIT AND SELF-ASSESSMENT

DRAFT

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Introduction

About the Toolkit

The Vermont Family Engagement Toolkit and Self-Assessment was designed to be an easy to use, practical guide for educators seeking to develop, maintain, or sustain growth of school, district or Supervisory Union (SU) family engagement work, including for students with IEPs. The Toolkit provides researched-based information, proven strategies, a self-assessment to reflect on your own practice, and links to additional tools that can be customized to SU, districts and schools' needs. This Toolkit is only one of many resources available to teachers, administrators, families, and communities to continue to support the academic achievement and success of all children and families they serve.

The Toolkit was developed as part of the Vermont State Systemic Improvement Plan (SSIP), which is intended to improve proficiency of math performance for students identified as having an emotional disturbance in grades 3, 4, and 5. As part of the SSIP, the Vermont Agency of Education (AOE), in partnership with Supervisory Unions (SUs) and School Districts (SDs), will support the development of highly functioning Multi-Tiered System of Support (MTSS) Leadership Teams which in turn will support the development of a well-functioning MTSS to provide high quality math instruction to students with diverse needs. Parents play a critical role in this process as partners in their child's education. As a result of high quality family engagement practices, parents will be supported in their understanding of their child's needs and be able to work closely with the school in the development and implementation of their child's IEP.

While the SSIP is focused on improving outcomes for children with an emotional disturbance in grades 3, 4, and 5, the information, self-assessment, and strategies presented in this toolkit can be used by educators partnering with families of students of all ages and all levels of need. Multiple levels of family engagement are addressed in the Toolkit, including strategies for administrators, classroom teachers, and other school personnel. Additional specific strategies are also provided for educators working with students with IEPs and diverse families.

Educators should begin their engagement with the toolkit by reviewing the sections on how the toolkit is organized and the Core Principles. Once familiar with the Core Principles, there is a Self-Assessment that teams or individual educators and administrators can use to evaluate their current family engagement practices. The results of that Self-Assessment can then be used to inform the development of an action plan based on the strategies presented in subsequent sections of the toolkit.

What do we mean by Family Engagement?

The Vermont Agency of Education has identified the following definition of Family Engagement:

Families and communities engage in the following ways:

- Building trusting collaborative relationships among teachers, families, and community members;

- Recognize, respect, and address families' needs as well as class and cultural differences; and

- Embrace a philosophy of partnership where power and responsibilities are shared.

In the context of a school wide systemic approaches, these are useful and effective strategies for improving student outcomes by improving family/school partnerships for all students.

It is important to note that we use the term "families." By referring to families we are ensuring that all individuals who are responsible for the care and education of a child are represented in our language. Students may live or be cared for by parents, grandparents, foster parents, siblings, aunts, uncles, and have other non-traditional family structures. By using the term families we can ensure that all caregivers feel welcome and included.

How the Toolkit is organized

The Toolkit is designed to be a reference document that you can return to again and again to identify specific strategies to improve your family engagement practices and to support you in addressing challenges you may face. The Toolkit is divided into five sections:

1	2	3	4	5
CORE PRINCIPLES	SELF-ASSESSMENT	ROLE SPECIFIC STRATEGIES AND PRACTICES	ACTION PLAN DEVELOPMENT	ENSURING SUSTAINABILITY OF EFFECTIVE FAMILY ENGAGEMENT PRACTICES

1. **Core Principles:** The Toolkit begins with an overview of the Core Principles of family engagement. These Core Principles serve as the foundation for the entire document including the Self Assessment and the role specific guidance found in the Toolkit. Be sure to familiarize yourself with these Core Principles before moving further into the Toolkit.

2. **Self Assessment:** The self-assessment is designed to help you reflect on your own professional practice and to identify which of the Core Principles you may want to focus on as part of your action plan development and implementation. Each of the Core Principles are addressed in the Self Assessment.

3. **Role Specific Strategies and Practices:** This section of the Toolkit provides easy to follow recommendations that include proven strategies for engaging families, strategies for overcoming barriers to family engagement, and specific information on how to support families of children with IEPs and families experiencing significant challenges. This section of the toolkit is broken down into the following subsections:

   a. Family Engagement for Administrators: A Whole-School Approach

   b. Family Engagement for Teachers: Building a Welcoming Classroom

    c. Family Engagement for Other School Professionals/Related Service Personnel

    d. Family Engagement for IEP Team Members: Ensuring Meaningful Participation by Families

    e. Unique Considerations for Working with Families in Crisis

    f. Family Engagement with Diverse Families

4. **Action Plan Development:** This section of the Toolkit is designed to help you and your team develop a comprehensive action plan to support the implementation of effective family engagement practices at your school. Based on the results of the Self Assessment and your review of the role specific guidance, in this section you will outline the steps necessary for you and others in your school to develop stronger relationships with families at your school.

5. **Ensuring Sustainability of Effective Family Engagement Practices:** Effective family engagement is a dynamic process that requires revisiting, reflection, and reimagining of practices throughout the school year. In this section of the Toolkit you will learn about how you can evaluate your family engagement practices and ensure that they are part of a cycle of continuous improvement for your school or program.
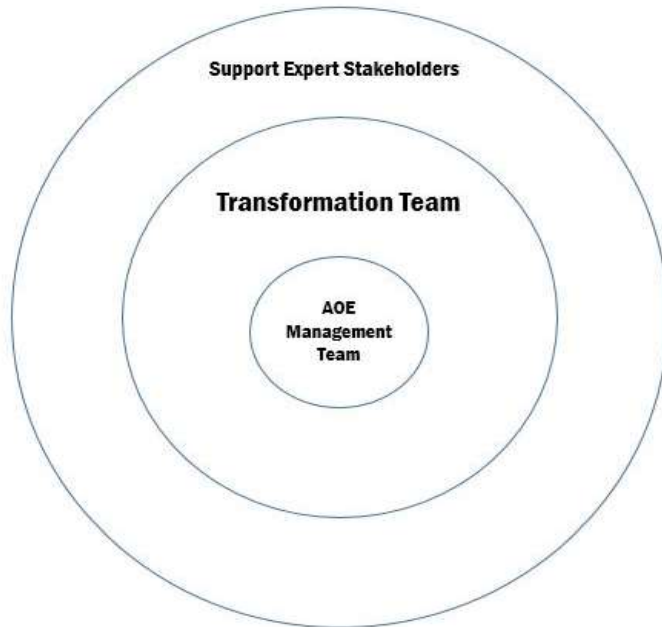
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The remainder of this toolkit is in development by an external contractor.

The Agency of Education will post the final version on their website.

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Appendix H – SSIP SEA Leadership Team Structure

Additional SSIP Stakeholder Groups

- Center On Disability And Community Inclusion
- Children Youth And Family Services
- Early Childhood Education Agencies
- National Technical Assistance Providers
- Representatives From Higher Education Institutions
- Representatives From Local Education Agencies
- Vermont Association Of School Psychologists
- Vermont Council Of Special Education Administrators
- Vermont Family Network
- Vermont Federation Of Families For Children's Mental Health
- Vermont Curriculum Leaders Association
- Vermont Mathematics Institute
- Vermont Principals Association
- Vermont Special Education Advisory Council
- Vermont Superintendents Association

As appropriate additional stakeholder groups may be invited to participate in Vermont's SSIP work

The SEA Leadership Team was reorganized based on the roles needed to move from a transactional to transformational leadership team. This structure is represented by the graphic showing a "wrap around" format for support/input from stakeholder groups as identified below:

AOE Management Team – Internal Agency Team meets weekly

      State Director Of Special Education
      SSIP Co-Coordinators
      Integrated Supports for Learning (ISL) Leadership

SSIP Transformation Team – SEA Leadership Team meets monthly

      State Director of Special Education
      SSIP Co-Coordinators
      ISL Leadership Representative
      Evaluator (Consultant)
      External Consultant For Scale-Up
      Math Representative
      PBIS State Team Representative

SSIP Support Experts – stakeholders with specific expertise who are invited to meetings as appropriate

      Early Childhood Special Education – (Ages 3-5) And (Part C)
      Evaluation Team – Evaluator, SSIP Co-Coordinator, and Part B Data Manager
      Family Engagement Community of Practice and External Consultant for Toolkit
      National TA Providers from IDC and NCSI

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Internal Content Experts – Math, Behavioral and Part B Data Manager
Mental Health Representative – TBD
Title Funds Representative – TBD
    TBD = Invitations to participate/active recruitment for the role is in pro