

# **State Systemic Improvement Plan (SSIP)**

## **Indicator B17 (APR/SPP)**

**Due**

**April 3, 2017**

**Part B SSIP Phase III**

**Year 1 of Implementation (2016-2017)**

**Submitted by**

**State Director of Special Education, Cindy Moran**

**SSIP Co-Coordinator, Tonya Rutkowski and Sue Cano**



**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.

---

Contents

<b>A. Summary of Phase III .....</b>	<b>3</b>
Theory of Action and Logic Model.....	4
Coherent improvement strategies or principle activities employed during the year (including infrastructure improvement strategies) .....	5
Specific evidence-based practices that have been implemented to-date.....	6
Brief overview of the year’s evaluation activities, measures, and outcomes.....	8
Highlights of changes to the implementation and improvement strategies .....	11
<b>B. Progress in Implementing the SSIP .....</b>	<b>11</b>
Description of Vermont’s SSIP Implementation Progress.....	11
Stakeholder involvement in SSIP implementation.....	13
<b>C. Data on Implementation and Outcomes .....</b>	<b>14</b>
<b>D. Data Quality Issues.....</b>	<b>16</b>
<b>E. Progress Toward Achieving Intended Improvements .....</b>	<b>16</b>
<b>F. Plans for Next Year .....</b>	<b>17</b>

**Appendix A** – Acronym List

**Appendix B** – Theory of Action and Logic Model

**Appendix C** – Evaluation Plan and Data Collection Schedules

**Appendix D** – Implementation Plan

**Appendix E** – Math Professional Learning Survey Data

**Appendix F** – Communication Protocol

**Appendix G** – Demographics for Cohort 1 Schools

**Appendix H** – Representation in Stakeholder Groups

**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.

---

## **A. Summary of Phase III**

Vermont is pleased to share this scheduled progress monitoring report that addresses the ongoing work of the State Systemic Improvement Plan (SSIP). 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. This Phase III report describes any revisions to previous submissions in Phases I (2015) and II (2016) as well as the collaborative efforts required to further the SSIP work. The Vermont Agency of Education (AOE) continues its focus on developing a continuum of supports for all students in Vermont schools utilizing an academic and behavioral Multi-tiered System of Support (MTSS) to ensure there is a well-defined universal core program, tailored intensive instruction, and a response to interventions for students.

Notable accomplishments include:

- Revised Phase I

The Theory of Action developed for SSIP in Phase I reflected communication feedback loops based on a MTSS framework. This has been revised and now includes a graphic representation of the rationale guiding the set of strategies believed to have an impact on teacher/school personnel knowledge, skills, and practice aimed at improving student learning. The Theory of Action is further defined in the SSIP Logic Model, which provides the focus for applying these strategies and articulates outcomes for a specific population of students through implementation of SSIP. Both of these documents are included in Appendix B.

- Revised Phase II

The Evaluation Plan was in process at the time of the Phase II submission, as Vermont had not yet identified an external evaluator and had yet to fully define the evaluation questions and specific performance indicators. An external evaluator was hired in late spring 2016. With input from stakeholders and the SSIP Core Team, an Evaluation Plan that is fully aligned with both the SSIP Theory of Action and the SSIP Logic Model was developed. The finalized Evaluation Plan and the supporting data collection schedule are included in Appendix C.

- Infrastructure Improvement Strategies

Infrastructure development required systems changes at the state and local levels. The Core Team is a state level leadership team that focuses on data-based decision making to ensure the SSIP is being implemented with fidelity and integrity. Communication between the extended team, Cohort 1 Schools, and stakeholders has been timely and transparent. The SSIP Core Team has been engaged in multiple continuous improvement cycles (plan-do-study-act) since the 2016-2017 school year began. Currently the work is focused on forward movement of implementation. Principal activities are documented in the implementation plan found in Appendix D.

**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.

---

- Specific Evidence-Based Practices (EBPs)

Professional learning opportunities for Cohort 1 Schools were offered in Universal Design for Learning (UDL) and mathematics pedagogical practices; both were conducted throughout the fall and winter of 2016. Results for improved outcomes for students based on EBPs are scheduled to be collected beginning in the school year 2017-2018.

- Capacity Building Among Cohort 1 Schools

Due to the small numbers of schools and students in Vermont, a rigorous selection process was designed and implemented to select pilot school sites which had the potential for the greatest impact on student outcomes. These schools became Cohort 1 and have transitioned from passive participation to active participation through the support and guidance of their MTSS External Systems Coaches and the SSIP Core Team. Cohort 1 Schools have engaged in meaningful self-reflection and analysis to guide decision making and focus for the SSIP work. See Appendix G for demographics of schools included in Cohort 1.

- Stakeholder Engagement

Stakeholder groups have been defined, relationships developed, and input has been sought when appropriate. Stakeholder involvement is further described on page 12.

- Alignment with Other Initiatives

As the Core Team sought to align the SSIP work with other state and local initiatives, it became evident that a clear and concise communication plan needed to be developed. When fiscally and organizationally feasible, the SSIP work has also been aligned with the Vermont Every Student Succeeds Act (ESSA) State Plan, the State Personnel Development Grant (SPDG), and incorporated the technical assistance provided by the Extended Core Team and national organizations including representatives from the School-wide Integrated Framework for Transformation (SWIFT), National Center for Systemic Improvement (NCSI), and IDEA Data Center (IDC).

- Brief Overview of Activities and Outcomes

Year 1 of implementation for SSIP was designed to be a learning opportunity for the AOE and Cohort 1 Schools. By collaborating in a consistent and purposeful way, both the SSIP Core Team and the Cohort 1 Schools will begin to address the opportunities and challenges of meeting the state identified measurable result (SIMR) and work toward the successful scale-up of the plan to all Vermont schools.

### **Theory of Action and Logic Model**

The existing Theory of Action, Logic Model, and Evaluation Plan reflect the intentional work done by the Agency and their partner stakeholders to ensure these documents are aligned, and reflect the desired outcomes included in the SIMR. The Theory of Action was designed based on input from a

**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.

---

broad stakeholder group who recommended that the SSIP be fully integrated into the work already accomplished through MTSS and PBIS.

Some revisions were made to the initial Theory of Action based on what was learned through the initial implementation activities. While the overall vision and coherent improvement strategies were not adjusted, the graphic representing those strategies was redesigned to better align with the Logic Model. The Logic Model clarifies the overall vision for the SSIP work and articulates strategies to be employed, and specifies the short-term, intermediate, and long-term outcomes. The Core Team determined that the five key areas of the MTSS Framework would serve as the basis for EBP work done by Vermont Schools.



These five areas include:

1. Systemic and Comprehensive Approach
2. Effective Collaboration
3. High Quality Instruction and Intervention
4. Comprehensive Assessment System
5. Well Designed Professional Learning

The current Theory of Action and Logic Model provide a descriptive model of what and how the SSIP work will be accomplished its goals. These include the integration of EBPs into teacher practice while the building of state and school level infrastructure through systems change and fidelity of practice.

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

As the Core Team began to analyze data from Cohort 1 Schools, it was discovered that communication protocols and infrastructure changes were necessary to support the Theory of Action and Logic Model of the SSIP. This was a critical acknowledgement of the need for infrastructure changes at the state level and capacity building at the local level prior to launching professional learning opportunities for Cohort 1 Schools.

The SSIP Core Team also expanded its membership to support the integration of MTSS and PBIS through alignment with SPDG. The Core Team invited two (2) representatives from Vermont PBIS and one (1) of the SPDG Co-Directors to join the team to support this collaboration. Along with these new members, the Core Team also consisted of the external evaluator, members with a background in behavioral management, special education, and learning disabilities, as well as the State Director of

**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.

---

Special Education. In addition to the Core Team, the extended team now also includes the MTSS External Systems Coaches, national technical assistance providers (SWIFT, NCSI, IDC) and interested stakeholders.

The SSIP communication protocol (Appendix F) addresses the different needs of the stakeholder groups and outlines steps the Core Team can take to meet their communication requirements. An example of flexibility includes the use of available technology and a web-based platform currently being utilized by the Cohort 1 Schools. The Core Team meets monthly (or more) via a web-based virtual meeting platform which allows for greater participation by members not located in Vermont. Informed decisions are made in a timely fashion which further expedites meeting the needs of Cohort 1 Schools and other stakeholder groups.

A matrix of state and local professional learning opportunities that are aligned with the individual needs of Cohort 1 Schools is in the process of being developed. Further details will be reported in 2018 and have not been included with this submission. A large number of other implementation and infrastructure improvement strategies are summarized in the Implementation Plan (Appendix D).

**Specific evidence-based practices that have been implemented to date**

The SSIP work identified three (3 EBPs) that are aligned with the long-term outcomes outlined in the Logic Model (Appendix B). These include:

- Positive Behavior Interventions and Supports (PBIS),
- Vermont Multi-tiered System of Support (MTSS) Framework, and
- Eight (8) Math Teaching Practices.

Each school selected to participate in the SSIP, entered into the process at all different stages of implementation with respect to each of these practices. With this in mind, the Core Team designed a package of resources that enabled each school to receive universal, targeted or intensive support and coaching based on their level of readiness.

**Positive Behavior Interventions and Supports (PBIS)** – 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. All Cohort 1 Schools are and have been a part of Vermont's PBIS network, thus they have had access to a wide array of professional learning activities outlined in the network's annual training calendar.

Much of the additional work in this realm for Cohort 1 Schools has involved improving their level of commitment to furthering the depth and breadth of PBIS implementation. Therefore, this has been a planning year for the Core Team and the Cohort 1 Schools. Members from the state's leadership team for PBIS, in their role as regional Technical Assistance (TA) providers, met with each of the Cohort 1 Schools this winter to facilitate administration of the new Tiered Fidelity Instrument (TFI). The TA providers supported the leadership teams from each Cohort 1 School to compile and analyze the results of the TFI data to determine their strengths, challenges, needs, and action plans for the coming academic year. Additional support will be provided to schools in terms of exploring possible funding for some of these opportunities.

**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.

---

In much the same way, planning to support the Cohort 1 Schools to become more trauma informed will also be guided by data-based decision making. A request for proposals (RFP) was posted by the AOE in February 2017 with a focus on the trauma-informed training. The scope of work for the vendor included collecting and analyzing baseline data on strengths, challenges, and needs of each school related to creating trauma-sensitive schools at the supervisory union level. In the fall of 2017, representatives from each school will attend a face-to-face professional learning session designed to assist participants in understanding:

- the impact of developmental trauma on the seven domains of functioning,
- the application of unique strategies to address the effects of traumatic stress, and
- how trauma sensitivity can be beneficial to all members of a school community.

**MTSS Evidence-Based Framework** – Vermont has invested time and effort in providing expertise, capacity building, systems-change coaching support, and professional learning on research and evidence-based practices for literacy, math, PBIS and UDL. SPDG was designed to assist schools with the implementation of VT MTSS. The field guide provides support and guidance for schools in the areas of:

- systemic infrastructure, collaborative practice, responsive instruction and interventions for all students,
- a comprehensive assessment system, and
- carefully designed professional learning for all staff, including administrators.

MTSS External Systems Coaches have been supporting schools across the state for the past few years. The presence and support of coaches already working in SPDG schools was a main criteria for inviting schools to participate in the SSIP work.

**8 Math Teaching Practices** – Professional learning in math pedagogy is currently being offered to all Vermont MTSS schools through SPDG, with the addition of individualized coaching support for Cohort 1 Schools for the remainder of school year 2016-2017. This has been provided to supplement and reinforce coaching practice for math coaches and to introduce evidence-based math teaching practices at the local level. Each of the Cohort 1 Schools has been assigned a coach. The vendor provides the professional learning. Schools will be supported in developing a customized plan for:

- strengthening the knowledge of the 8 Math Teaching Practices for all staff,
- analyzing math curriculum and math assessments, and
- improving the delivery and practice of local level math coaching support to teachers in grades 3, 4 and 5.

The focus of the math professional learning is on the delivery of math instruction to ensure every student is engaged and being taught using an appropriate modality for them as a learner. A description of these practices, as endorsed by the National Council of Teachers of Math, has been presented to Cohort 1 Schools. These teaching practices which support student success with the content and practice standards are:

1. Establish mathematics goals to focus learning;

**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.

---

2. Implement tasks that promote reasoning and problem solving;
3. Use and connect mathematical representations;
4. Facilitate meaningful discourse;
5. Pose purposeful questions;
6. Build procedural fluency from conceptual understanding;
7. Support productive struggle in learning mathematics; and
8. Elicit and use evidence of student thinking.

As teachers begin to deliver instruction based on these math teaching practices, data should begin to indicate improvement in student math scores on statewide assessments.

**Brief overview of the year's evaluation activities, measures, and outcomes**

The Evaluation Plan is linked to the Logic Model and describes how each outcome is tied to a specific evaluation question, performance measure, and data collection method and source. Appendix C contains a detailed Evaluation Plan and data collection schedule for years 1 and 2 of implementation. The primary evaluation activity for year 1 of implementation has been to ensure that the Logic Model, Evaluation Plan, and data collection schedules were developed and aligned with stakeholder input so that the data collected would be meaningful and relevant to SSIP implementation and sustainability.

Activities related to improving implementation:

**Networking Day** – On October 4th, 2016, the SSIP Core Team members, with input from specific stakeholder groups, planned and facilitated a networking day for Cohort 1 Schools. Highlights from the data analysis included:

- The majority of respondents expressed overall agreement that three of the four meeting objectives were met.
- Regarding the meeting objective to establish a sense of community among the SSIP pilot sites, respondents expressed more overall disagreement than agreement (29% v. 18%). The majority of respondents indicated they were neutral regarding that aspect of the networking day (53%).
- Ninety-four percent of the respondents had overall agreement that they were confident that their school will identify existing initiatives that can be integrated into the SSIP work. Of note, no respondents disagreed with this; 6% indicated they were neutral.

Based on the individual evaluation responses, it is clear that the Core Team planned and conducted a high quality meeting that employed adult learning principles and provided participants with relevant information and resources regarding the SSIP. The data regarding establishing a sense of community among the SSIP pilot sites is perhaps reflective of the fact that this event was the first opportunity for the schools to come together and the focus was on supporting the work of the individual teams rather than cross-school collaboration and sharing. Moving forward, the Core Team took into consideration the request from Cohort 1 Schools to make additional cross-school connections and has scheduled a second networking day for June 2017 where these schools will share their progress, challenges, and strategize for year two (2) of implementation.

**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.

---

**Stakeholder Engagement** – A second in-person stakeholder meeting was held on November 9, 2016. This meeting provided an opportunity to update participants on the progress for implementing SSIP activities, and to gather input for continued work for the 2016-2017 school year. In particular, the agenda included discussions about pilot school participation, evaluation, and connections to resources and information to support the SSIP. The participants were given the opportunity to provide feedback on the meeting through a survey. Overall, the responses indicate that the participants agreed that the objectives for the day were met. The format supported their opportunity to provide input and to participate and share their opinions. Participants were asked about the information they would most like to receive as it relates to SSIP. Their areas of highest interest included:

- evaluation tools for braided strategies,
- SSIP School successes and challenges, and
- continued updates and opportunities to provide support and information.

Regarding the method for offering their input, preferences included in-person meetings and email. The Core Team is using this feedback to determine how to inform stakeholders in the future and to encourage active stakeholder engagement.

**Cohort 1 School Data** – Another evaluation activity was the semi-structured interviews with the Cohort 1 School principals, through which they

- identified potential challenges,
- reflected on their particular needs, and
- offered suggestions for scale-up strategies.

Based on these interviews, principals report continued commitment to the SSIP work and are aware of potential challenges to carrying out the requirements included in the Agreement of Responsibilities with the AOE. As the Core Team reviewed the interview results, they acted on the recommendation to consider adopting a communication plan that addresses the needs and perspectives for all participants in the SSIP work.

As evaluation activities continue to be carried out, the resulting data analysis will be used by the Core Team to guide decision making. At this point, activities have primarily focused on identifying data sources and developing a collection schedule for data elements. A critical element of the Evaluation Plan includes reducing the data collection burden, as much as possible, for SSIP school participants. To this end, the SSIP evaluators have established connections with the SPDG evaluators, PBIS staff, and the SSIP Coordinators to identify existing sources and their potential to inform the SSIP evaluation activities. For example:

- A system is in place for gaining access to the results of Math Professional Learning and PBIS training opportunities to report specifically on the SSIP Cohort 1 Schools' experiences.
- Using and modifying existing MTSS External Systems Coaching Logs to gather relevant data for SSIP evaluation.

**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.

---

- Identifying appropriate schedules for evaluation activities based on information from the Agency about statewide and local data collection.

As described previously, the SSIP Core Team has made great strides in reaching out to various stakeholder groups to strengthen and build relationships. The evaluation activities, data collection, and analysis reflects that same value toward partnership and collaboration. To date, none of the evaluation activities or data reflect a need for major shifts from that path.

**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.

---

**Highlights of changes to the implementation and improvement strategies**

Phase I of the SSIP was focused on a professional learning delivery model for improved student outcomes. What quickly became apparent from stakeholder input and feedback from Vermont's OSEP representative, was the need for greater emphasis on developing infrastructure and capacity building activities concurrent with the professional learning delivery framework. The Core Team worked closely with the evaluators and the national TA providers in order to improve their own infrastructure design. To accomplish this goal, the Core Team participated in their own professional learning around implementation science activities in order to enhance and rework the original implementation plan. This revised implementation plan can be found in Appendix D.

**B. Progress in Implementing the SSIP****Description of Vermont's SSIP Implementation Progress**

Vermont's implementation plan is based on specific implementation science stages and drivers. It includes definitions regarding:

- implementation stages and drivers,
- detailed descriptions of strategies and actions used by Vermont for year 1 of implementation,
- proposed and completed activities for each state of implementation stage, and
- a completion or expected completion date for each.

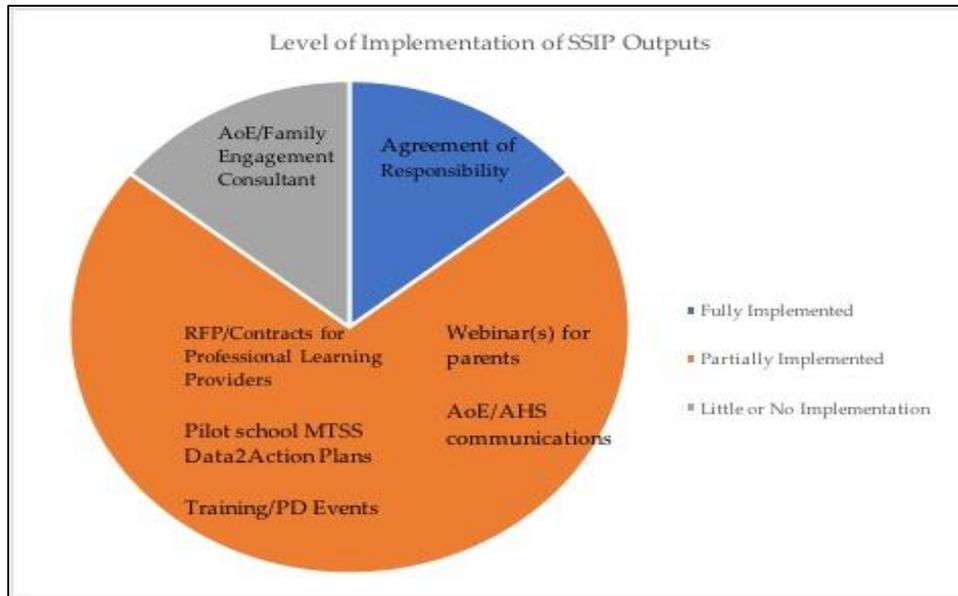
In addition, Vermont has included its perspective on progress for Year 1 of implementation. (Please see Appendix D for specific details regarding implementation.)

**Intended outputs that have been accomplished as a result of the implementation activities**

The Core Team invested substantial time and effort during regular monthly meetings in order to align the Evaluation Plan and associated data collection schedules (Appendix C) with the Theory of Action and Logic Model found in Appendix B. This was an important first step in providing both schools and stakeholder groups with an implementation plan that included meaningful activities for data-based decision making.

**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.



This infographic depicts all of the seven SSIP Logic Model outputs and the current level of implementation for each.

**Full Implementation of Logic Model Outputs**

In Phase II, the Core Team developed and executed an Agreement of Responsibility (AoR) that outlined the roles and responsibilities for both SSIP Schools and the Agency of Education (AOE). Much of the schools' responsibility included using and submitting data for responsive decision making and reporting that data to the evaluator.

The expectations for the AOE focused on timely responses to requests for support, the delivery of professional learning at no cost to the schools, and creating opportunities for Cohort 1 Schools to network, share, and assist with statewide scale-up. The AoR also addressed challenges regarding the timely submission of data by schools. Schools agreed to and submitted the AoR just before the beginning of the school year 2016-2017. As part of the AoR, baseline interviews were conducted with principals in September and October 2016. This gave the evaluators and the Core Team an early opportunity to collect data along with previous stakeholder input to guide upcoming SSIP activities.

**Partial Implementation of Logic Model Outputs**

The professional learning opportunities in math pedagogy were offered through SPDG but were delayed in implementation due to the lack of applications by qualified vendors to deliver the training. A contract was finally executed in late November 2016. After two of the professional learning sessions were completed, the data from surveys obtained by the SPDG evaluator indicated an increased knowledge about the Math Teaching Practices (see Appendix E). Data results from the third session conducted in March 2017 have not been analyzed and thus will not be included for this submission, but a review of the data will be included in 2018.

A webinar developed specifically for parents was posted on the Parent Training and Information Center website. The [webinar](#) included information about the SSIP work, the national model for [Results Driven Accountability](#) (RDA), and the [8 Math Teaching Practices](#). It also included strategies for increased

**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.

---

parental involvement in the development and review of their student's educational program. Media-based learning sources for parents will continue to be explored and utilized whenever possible.

Collaboration between the Agency of Education (AOE) and the Agency of Human Services (AHS), which oversees the mental health agencies and early childhood special education services for children birth – age 3, continues to provide opportunities for improving student outcomes in schools. The SSIP has identified additional opportunities for coordination and collaboration of work efforts related to mental health issues in schools, the impact of trauma on students in schools, and support for the Part C SIMR (which focuses on improving social and/or emotional skills). Regular meetings have helped to identify and eliminate barriers previously experienced by families during transition from Part C to Part B. Also recognized is the necessity for a continuum of interventions and supports for students with an emotional disturbance. An RFP for family engagement support at the supervisory level has been written for Cohort 1 Schools. A contractor has been chosen and the contract is currently being developed. Cohort 1 Schools have been working on aligning and refining the Data 2 Action plans with support from the external MTSS Coaches. As the state of Vermont shifts to a formalized continuous improvement plan for all schools, this activity may be revised to better align with Vermont's Education Quality Standards (EQS).

**Stakeholder involvement in SSIP implementation**

Vermont SSIP stakeholder groups include members of the Cohort 1 Schools, the SSIP Core Team, an Extended Team, outside agencies, and the original larger stakeholder group. Members of the Core Team include: an internal and external co-coordinator, the state director of special education, the AOE learning disabilities consultant, the AOE behavioral disabilities consultant, consultants from Vermont PBIS, the SSIP evaluator, and the SPDG Co-Director. The first stakeholder meeting was held in March of 2016 and included a large group of interested parties. (See Appendix H). The work of this meeting resulted in feedback for developing the Logic Model and input into the Evaluation Plan.

Because it is imperative to the success of the SSIP work in Vermont, the Core Team has engaged different stakeholder groups in various activities. The need for regular communication on SSIP progress is essential for stakeholder engagement and the following strategies were utilized to solicit input and feedback from all interested parties:

- A second face-to-face stakeholders meeting was held in November 2016;
- newsletters were designed and distributed to all stakeholder groups,
- email, telephone and virtual meeting opportunities have been employed, and
- A google site was designed to specifically support communication between the Core Team, the extended team and Cohort 1 Schools.

In December 2016, Core Team representatives traveled to Dallas to participate in the NCSI Math Collaborative meeting. This training was based on "Leading by Convening" concepts and Core Team participants were able to experience the difference between stakeholder management and stakeholder engagement. From this new learning, the Core Team re-defined SSIP stakeholder groups based on the amount of interest, time, and resources required for participation. The Core Team acknowledged the requirement for improved communication for the diverse needs of each stakeholder groups. Cohort 1 Schools informed the Core Team that the pace and volume of information and resources was becoming

**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.

---

overwhelming to them. In response, the Core Team devised a method of communication that accommodated their individual needs. The current communication plan is included as Appendix F.

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 various engagement activities, will be incorporated into the process for scale-up of the SSIP.

**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 (EEC) worked closely with the SSIP Core Team to finalize the evaluation questions and performance indicators. Please see Appendix C for a full description of monitoring activities in the Evaluation Plan and data collection schedules. This appendix is the revised from the draft version submitted in April 2016 for Phase II.

The Evaluation Plan was subsequently reviewed by stakeholders and finalized in fall 2016. The Evaluation Plan is aligned to both the Theory of Action and Logic Model and describes both implementation and progress outcomes for the SSIP. In order to ensure that the Core Team has a means of assessing whether the strategies described in the Theory of Action are leading toward the desired result, the Logic Model and Evaluation Plan include more specific outcomes and measures. The measures include methods to assess changes in infrastructure at the state 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: expectations of the AoR for Cohort 1 Schools achieved; increased information sharing across the state agencies, increased knowledge (e.g., personnel who are responsible for providing math instruction gain knowledge regarding Math Teaching Practices, PBIS, and trauma sensitive environments); parents awareness of these practices. For the intermediate outcomes, the measures examine fidelity of implementation of the knowledge and practices gained in the short term. All of these lead to the long-term outcome of increasing the 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 schedules were developed for year 1 and year 2 of implementation (see Appendix C). The data collection schedules align specific data sources to the performance measures and evaluation questions included in the Evaluation Plan. These include a mix of quantitative and qualitative methods depending on the nature of the performance measure. Where possible, the data collection draws from existing data sources and/or builds on those to minimize the burden on SSIP participants. For example: To assess the knowledge gains and fidelity of implementation regarding PBIS, data will be collected from the results of the Cohort 1 Schools' Self-Assessment Scale (SAS) and the Tiered Fidelity Inventory (TFI) respectively.

**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.

---

- To assess the increase in knowledge regarding Math Teaching Practices, data will be collected from a retrospective knowledge scale as part of the end of training survey.
- A specific observation tool for assessing the fidelity of implementation of Math Teaching Practices will be developed, but use the existing structures of professional learning and coaching to gather the data.

To add to the context and understanding of the implementation successes and challenges, the evaluation includes some qualitative methods such as interviews and open-ended items on professional learning surveys. These data will help provide descriptive information about what might be needed to support potential course corrections so that there is successful achievement of the outcomes.

**Data Collection**

As reported previously, interviews with principals provided a sense of readiness for Cohort 1 Schools in regard to participating in the initiatives. They noted specific needs regarding the SSIP work and the Core Team has reviewed these to plan next steps. In addition, following the administration of the PBIS SAS and TFI during spring 2017, the evaluator (EEC) will review and analyze the results for Cohort 1 Schools to determine baseline for the measures related to that particular SSIP strategy. Also in spring 2017, EEC will identify a baseline for the knowledge of Math Teaching Practices at each of the Cohort 1 Schools and provide a profile of each school's individual structure of supports (e.g., math coaching supports, programs in place) so that they can track improvements from where they started in the SSIP process.

Data collection and analysis is conducted on a regular basis to support ongoing decision making and progress monitoring by the Core Team. For example, collecting timely data on the professional learning opportunities and summarizing the results per the Evaluation Plan allows for timely decisions about professional learning and/or the feasibility for Cohort 1 Schools to participate in future opportunities. (See Appendix C for details regarding the data collection procedures and timelines. This appendix contains the Evaluation Plan followed by separate data collection schedules for year 1 and year 2 of implementation described in the previous sections. Sampling procedures and data comparisons are not applicable at this stage of implementation for the SSIP work in Vermont).

Based on Vermont's SIMR, proficiency data is reported this year for Cohort 1 Schools. As Vermont begins describing performance using VT Smarter Balanced Assessment (SBAC) scaled scores, data reporting of the SSIP for Cohort 2 and statewide scale-up will move to the use of scaled scores as well. Analysis of VT SBAC data for spring of 2016 in the area of math, indicated that 14.29% students with an emotional disturbance (ED) in Cohort 1 Schools, scored proficient. Statewide, 12.47% of students with ED in grades 3, 4, and 5, scored proficient on the math section for the spring 2016 statewide assessment. Due to the small sample size in Cohort 1 Schools, their scores are essentially equivalent to the statewide scores for this student population. The Core Team anticipates that as these schools become fully engaged in professional learning and continue to access the necessary resources to support their students with ED, outcomes for these students will improve. In the coming year, the Core Team will be collecting and analyzing progress monitoring data to assess improved student outcomes on a more frequent basis.

**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.

---

The Core Team is currently collecting baseline data for the key measures and will be using that to track changes in the coming years. The regular timelines for data collection and consistent measurement of them (e.g., the PBIS, SAS, and TFI instruments) will facilitate identifying trends and level of progress. Data has been, and will continue to be, collected and summarized on a regular basis with summaries presented to the Core Team to facilitate timely decision making and reflection on progress toward the SIMR. As data is compiled and analyzed, all relevant implementation activities will be reviewed and monitored per the implementation plan found in Appendix D.

As Vermont continues to work with Cohort 1 Schools in 2017-2018, data analysis will be paramount in guiding scale-up activities for Cohort 2 Schools. This could include modifications to any and all current activities and strategies in the current implementation and Evaluation Plans, as well as review of the Logic Model as needed.

**D. Data Quality Issues: Data limitations that affected reports of progress in implementing the SSIP and achieving the SIMR**

Since the total number of students addressed in the SIMR is small for individual schools, results for data collection and reporting will need to be summarized for Cohort 1 Schools. This applies to both the reflections of the staff at the Cohort 1 Schools on professional learning surveys, as well as the reporting of progress on student proficiency. Each SSIP School 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 in order to make timely and informed decisions. Because Vermont is a small state, small "n" size could continue to be a limitation, and data may need to continue to be reported based on cohorts during the scale-up phase of the SSIP work.

An additional challenge the Core Team recognized when analyzing baseline data at the Cohort 1 Schools and the current use of EBPs, is that full implementation of math teaching practices with fidelity across schools at the supervisory level has not yet been achieved. The approaches previously described, have been carefully designed to assist each school in reaching implementation with fidelity regardless of their baseline readiness.

**E. Progress Toward Achieving Intended Improvements**

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

- Revision of Core Team membership and structure;
- Core Team members engaging in productive reflection with subsequent decision making at regularly scheduled meetings;
- Integration of SPDG priorities supplemented by SSIP work for Cohort 1 Schools;
- Aligning SSIP work with statewide initiatives (MTSS, PBIS, Vermont ESSA State Plan, SWIFT, etc.);

**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.

---

- Development and implementation of protocols for using Google applications to support Cohort 1 Schools (NOTE: 100% of Vermont schools use the Google platform at both local and district levels).
- Stakeholder engagement activities;
- Support for capacity building at state and local levels;
- Development of a structured communication plan;
- Development of an Implementation Plan based on implementation science stages and drivers; and
- Engagement in continuous improvement cycles when barriers or challenges arise.

The Vermont Agency of Education entered into the required activities for SSIP with an open mind toward examining data, reflecting on current and past practice, and providing opportunities for stakeholder engagement. The Core Team has carefully considered and examined any and all relevant evidence-based practices and procedures that would have the greatest impact on meeting the state's SIMR. Infrastructure development has taken more time than anticipated, but the expectation is that these improvements will have the potential for greater impact on sustainable results. It is still too early to be able to document evidence that SSIP's evidence-based practices (EBPs) are being implemented at each school with fidelity. The Core Team has collected qualitative data and baseline quantitative data. The Agency has also made adjustments to the original Evaluation Plan and the associated Evaluation Data Collection Task Schedule to ensure there is a detailed and specific evaluation approach to measure fidelity of practice that collects data from different levels and areas of the SSIP work. The details of this are discussed extensively in the data specific sections of this report.

In addition, Cohort 1 Schools identified challenges they experienced in the early stages of implementation which are now being addressed. The schools recognized that some of their previous MTSS, PBIS, UDL, and Trauma-Sensitive work might not have been fully implemented with fidelity. New goals including infrastructure enhancements, personnel support needs, and professional learning for staff needed to be developed for the SSIP work. At least one school has identified a need to revisit their school's vision and school-wide Continuous Improvement Plan (CIP) as a critical foundation for the SSIP work. This experience is seen as an unintended successful outcome for the SSIP work that could impact more than just mathematics instruction for students with an emotional disturbance in grades 3, 4 and 5.

**F. Plans for Next Year**

Planned evaluation activities including data collection, measures, and expected outcomes are detailed in Appendix C. The Agency and SSIP Core Team will continue to collect and analyze data to guide ongoing decision making to support the attainment of short term and intermediate outcomes identified in the Logic Model. In addition, the Implementation Plan found in Appendix D outlines continued work needed for SSIP in Cohort 2 Schools which will provide the foundational work for statewide scale-up.

Vermont anticipates barriers related to data analysis for small "n" size as Cohort 2 Schools are added, but as scale-up continues statewide, this factor would become negligible.

**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.

---

Vermont will also continue to access technical assistance from national organizations including representatives from the School-Wide Integrated Framework for Transformation (SWIFT), National Center for Systemic Improvement (NCSI), and IDEA Data Center (IDC).

**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.

---

## Appendix A – Acronym List

<b>AHS</b> - Agency of Human Services (mental health agency)	<b>NCSI</b> - National Center for Systemic Improvement
<b>B-17</b> - Indicator B-17, the SSIP indicator	<b>OSEP</b> - Office of Special Education Programs (U.S. Department of Education)
<b>CCSS</b> - Common Core State Standards	<b>Part B</b> - Age 3 - 21 (special education term)
<b>CIP</b> - Continuous Improvement Plan	<b>Part C</b> - Birth to age 3 (special education term)
<b>CSP</b> - Coordinated Services Plan (aka Act 264 Plan)	<b>PBIS</b> - Positive Behavioral Interventions and Supports
<b>EBP</b> - Evidence-Based Practice	<b>RDA</b> - Results Driven Accountability
<b>ED</b> - Student with an Emotional Disturbance	<b>RFP</b> - Request for Proposal (i.e., SSIP evaluation vendors)
<b>EEC</b> - Evergreen Evaluation and Consulting	<b>RTII</b> - Responsiveness to Instruction and Intervention
<b>EQR</b> - Education Quality Review	<b>SEA</b> - State Education Agency (i.e., Agency of Education)
<b>EQS</b> - Education Quality Standards	<b>SEL</b> - Social and Emotional Learning
<b>ESSA</b> - Every Student Succeeds Act	<b>SIMR</b> - State Identified Measurable Result (focus of the state's SSIP)
<b>EST</b> - Education Support Team	<b>SPDG</b> - State Personnel Development Grant
<b>FBA</b> - Functional Behavior Assessment	<b>SPP/APR</b> - State Performance Plan and Annual Performance Report
<b>IDC</b> - IDEA Data Center	<b>SSIP</b> - State Systemic Improvement Plan
<b>ISF</b> - Interconnected Systems Framework (connecting school mental health and PBIS)	<b>SWIFT</b> - School-wide Integrated Framework for Transformation
<b>LEA</b> - Local Education Agency (Supervisory Unions/School Districts)	<b>UDL</b> - Universal Design for Learning
<b>MTSS</b> - Multi-Tiered System of Support	
<b>MTSS A+B</b> - Multi-Tiered System of Support [academics + behavior]	

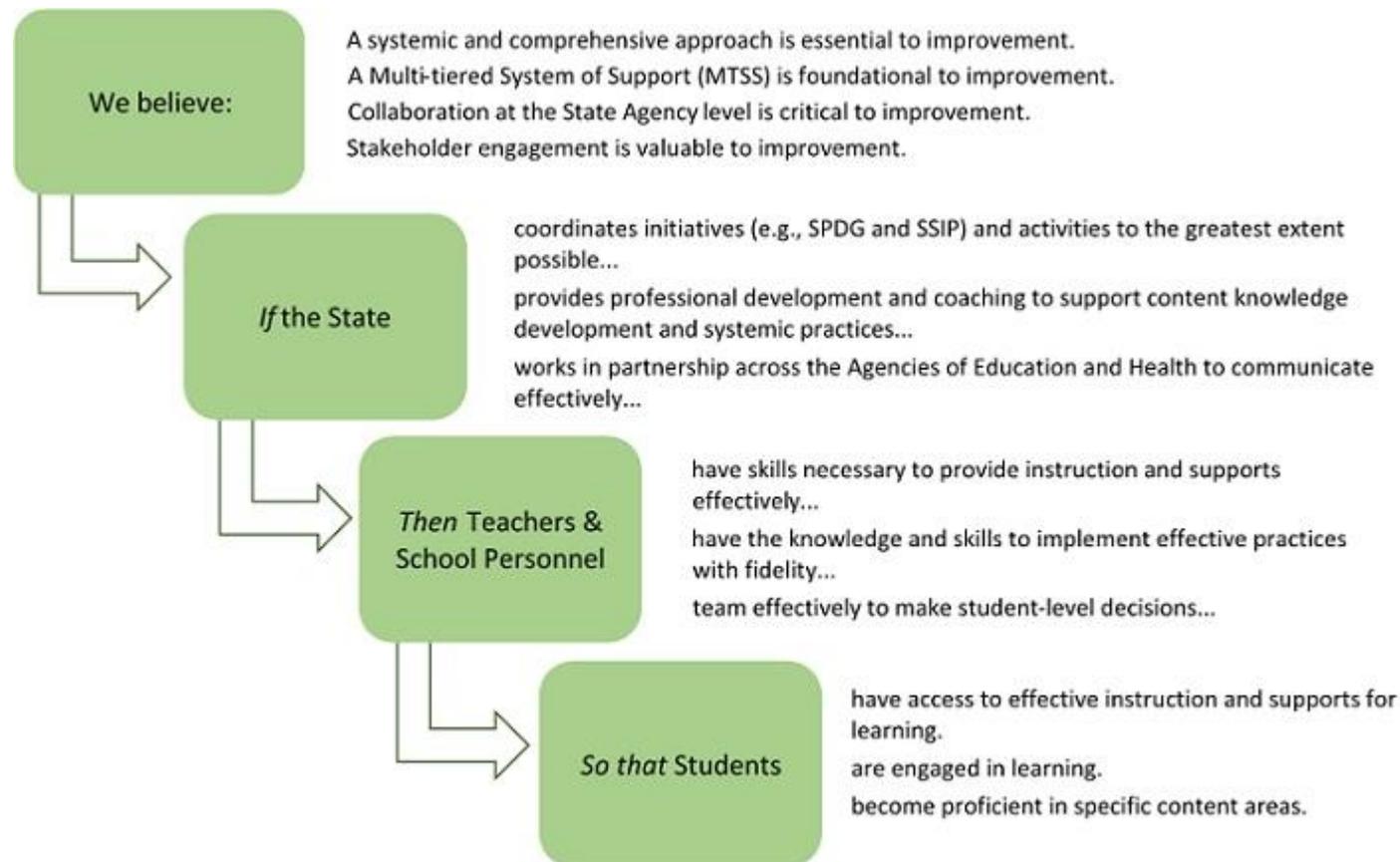
**Vermont's State Identified Measurable Result (SIMR):**

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

## Appendix B – Theory of Action and Logic Model

### Vermont SSIP Theory of Action (revised 02/02/17)

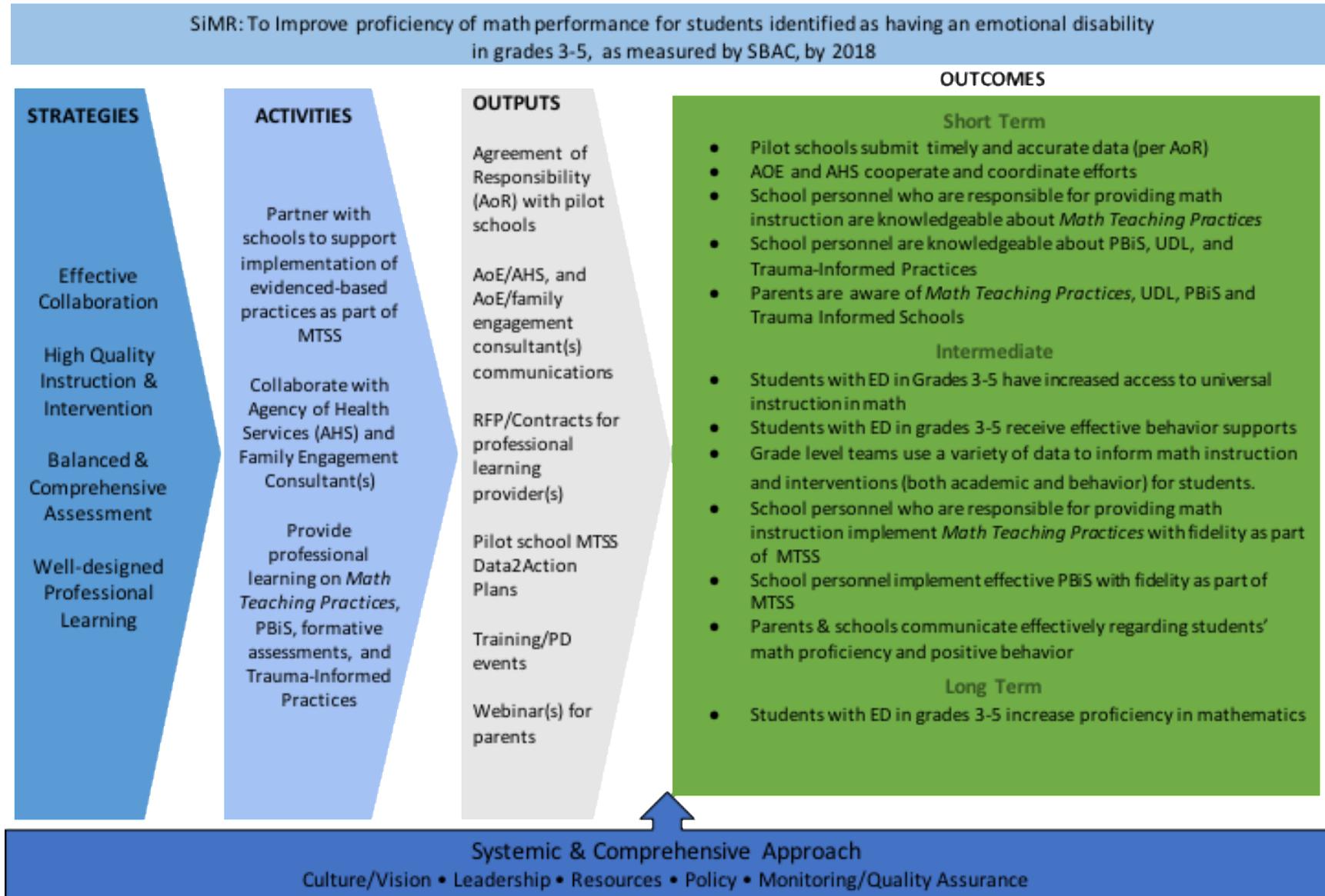
The Vermont SSIP Theory of Action provides a graphic representation of the rationale guiding the set of strategies believed to have an impact on teacher/school personnel knowledge, skills, and practice aimed at improving student learning. The Theory of Action is further defined in the SSIP Logic Model, which provides the focus for applying these strategies and articulates outcomes for a specific population of students through implementation of the SSIP.



**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.

## Vermont SSIP Logic Model



**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.

## Appendix C – Evaluation Plan and Data Collection Plan

### VT SSIP Evaluation Plan

UPDATED 2/2/17

The evaluation plan for the Vermont SSIP was developed using participatory evaluation approach in which the external evaluators (EEC) worked closely with the SSIP Core Team to finalize the evaluation questions and performance indicators. The evaluation plan was subsequently reviewed with stakeholders and finalized. The evaluation plan is aligned to both the [SSIP Theory of Action](#) and [SSIP Logic Model](#) and describes both *implementation* and *progress* outcomes for the SSIP. Specifically, the **Type of Outcome** and **Outcome Description** columns of the evaluation plan table correspond to the short-term, intermediate, and long-term outcomes depicted in the [SSIP Logic Model](#). The evaluation plan also includes the methods and data collection and analysis activities (**Measurement/Data Collection Methods column**). The specific instrumentation and more detailed timelines can be found in the [SSIP Evaluation Data Collection Schedule](#) in the next section of this document.

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Methods	Timeline
<b>Short term</b> (implementation)	SSIP pilot schools submit timely and accurate data (per AoR)	To what extent did the pilot schools engage in the SSIP activities and submit timely and accurate data to the AOE?	100% of expectations in the AoR are achieved	Conduct a Document Review regarding completion of AoR expectations Collect feedback from SSIP pilot school administrators to identify supports and barriers to implementation of AoR expectations	Annually beginning March 1, 2017 (NOTE: Year 1 will include a review of data submission for fall/winter only due to initiation of the AoRs) Semi-annually October 1, 2017 and March 1, 2018
<b>Short term</b> (progress)	School personnel who are responsible for providing math instruction are knowledgeable about <i>Math Teaching Practices</i>	What was the level of knowledge gain for school personnel responsible for math instruction regarding the <i>Math Teaching Practices</i> ?	100% of school personnel who are responsible for providing math instruction gain knowledge	Baseline of knowledge of <i>Math Teaching Practices</i> collected via self-rating End of PL event survey including retrospective assessment of knowledge	April 2017  Ongoing as PL events are conducted; summarized for annual reporting

**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.

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Methods	Timeline
		To what extent did the PL provider support knowledge gain at the SSIP pilot sites regarding <i>Math Teaching Practices</i> ?	regarding <i>Math Teaching Practices</i>	gain regarding specific topic addressed	
<b>Short term</b> (progress)	School personnel are knowledgeable about effective implementation of PBIS systems data and practices	<p>What was the level of knowledge gain for school personnel in effective implementation of PBIS systems, data and practices?</p> <p>To what extent did the PBIS cascade of supports increase knowledge gain by school personnel regarding effective implementation of PBIS systems, data and practices?</p>	100% of school personnel report increased knowledge of effective implementation of PBIS systems, data and practices	<p>Baseline of knowledge of PBIS collected via self-rating (using most recent PBIS Self-Assessment Survey and/or School-wide Evaluation Tool items as for each SSIP pilot school as appropriate)</p> <p>End of PL event survey including retrospective assessment of knowledge gain regarding specific topics addressed</p> <p>Collect feedback from SSIP pilot school personnel, and PBIS TA provider(s)</p>	<p>April 2017</p> <p>Ongoing as PL events are conducted; summarized for annual reporting</p> <p>Annually</p>
<b>Short term</b> (progress)	School personnel are knowledgeable about trauma-sensitive school environments	What was the increase in knowledge for school personnel regarding trauma-sensitive school environments?	100% of school personnel report increased knowledge about trauma-sensitive	End of PL event survey including retrospective assessment of knowledge gain regarding specific topics addressed	October 2017

**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.

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Methods	Timeline
		To what extent did the PBIS cascade of supports promote application of knowledge regarding trauma sensitive school environments?	school environments.	Collect feedback from SSIP pilot school personnel, and PL provider(s)	Ongoing as PL events are conducted; summarized for annual reporting
Intermediate (progress)	Grade-level teams use a variety of data to inform math instruction and interventions for students (both academic and behavior).	<p>What were the sources and types of data used by teachers to inform math instruction and interventions for students (both academic and behavior)?</p> <p>How were these data used to inform math instruction and interventions (both behavior and academic)?</p>	100% of grade-level teams demonstrating increased use of a variety of data sources to inform math instruction and interventions for students (both academic and behavior).	<p>Baseline collected by assessment/observation conducted by coach(es)</p> <p>Interviews of grade-level team members and administrators</p> <p>Document Review of SSIP pilot schools' <i>Data2Action</i> Plans for math in the <b>Get It!</b> section [% of children receiving math instruction in universal, targeted, and intensive]</p>	<p>Spring 2017</p> <p>Annually (after summative reflection of formative data)</p> <p>Collect baseline Spring 2017; then report annually</p>
Intermediate (progress)	School personnel implement <i>Math Teaching Practices</i> with fidelity as part of MTSS	What was the level of implementation fidelity regarding <i>Math Teaching Practices</i> at the SSIP pilot schools?	100% of SSIP pilot schools implementing <i>Math Teaching Practices</i> with fidelity.	Summary of observations conducted by math coaches (person providing support), and administrators	Baseline Spring 2017; then annually

**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.

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/ Data Collection Methods	Timeline
				Interviews of SSIP pilot school teachers, school personnel, administrators, math coaches, and PL provider(s).	Annually
<b>Intermediate</b> (progress)	School personnel implement effective PBIS with fidelity as part of MTSS	What was the level of implementation fidelity regarding effective PBIS at the SSIP pilot schools?	100% of the SSIP pilot schools implementing PBIS with fidelity	Collect baseline data using existing PBIS tools/resources as appropriate (e.g., <i>Tiered Fidelity Inventory</i> ) Observations conducted by PBIS coaches and administrators provided to EEC Interviews of SSIP pilot school teachers, administrators, PBIS coaches, and PL provider(s) EEC	Spring 2017  Annually  Annually
<b>Intermediate</b> (progress)	Students with ED in Grades 3-5 have increased access to universal instruction in math	To what extent were students with ED in Grades 3-5 receiving universal instruction in math?  What was the level of engagement of students with ED in Grades 3-5 in math instruction?	100% students with ED in the universal level of instruction  80% students with ED in Grades 3-5 engaged in math instruction.	Document Review of SSIP pilot schools' <i>Data2Action</i> Plans for math in the Get It! section [% of children receiving math instruction in universal, targeted, and intensive] Observations conducted by coaches (MTSS, math, or PBIS) and	Collect baseline Spring 2017; then report annually  Annually

**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.

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/ Data Collection Methods	Timeline
				administrators and provided to EEC	
<b>Intermediate</b> (progress)	Students with ED in Grades 3-5 receive effective behavior supports	To what extent do students with ED in Grades 3-5 receive behavior supports identified through functional behavior assessments?	100% of students with ED in Grades 3-5 will demonstrate improved behavioral functioning as evidenced by: A decrease in office discipline referrals, overall and specifically in math class Increased time in class during math instruction Actively participating in or graduated from targeted or individualized behavioral supports Meeting expectations on their FBA-driven Behavior Support Plan an average of at	Analysis of SWIS and/or student level PBIS data; analysis of gains in how they are doing on their individual behavior plans	Quarterly on report card dates

**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.

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Methods	Timeline
			least 80% of the time when applicable		
<b>Long term</b> (progress)	Students with ED in Grades 3-5 increase proficiency in mathematics	What was the increase in math proficiency rates for students with ED in Grades 3-5?	7.2% students with ED at the SSIP pilot schools proficient in math.	Analysis of SBAC summative and progress monitoring data	Baseline - Spring 2017; then Quarterly on report card dates

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Methods	Timeline
<b>Short term</b> (implementation)	AOE and AHS communicate and share resources to support SSIP activities.	How do AOE/AHS communicate and share resources?	Increased information/resources sharing Increased frequency of communication	Document Review of meeting minutes; email communication	Quarterly

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Methods	Timeline
<b>Short term</b> (implementation)	Parents are aware of <i>Math Teaching Practices</i> and PBIS.	To what extent do parents report they are aware of <i>Math Teaching Practices</i> , and PBIS?	80% parents at Cohort 1 Schools report awareness of <i>Math Teaching Practices</i> and PBIS	Summary of feedback from SSIP school parents via family engagement checklist or family engagement survey	Annually

**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.

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Methods	Timeline
<p><b>Intermediate</b> (progress)</p>	<p>Parents &amp; schools communicate effectively regarding students' math proficiency and positive behavior</p>	<p>What is the type and level of communication between parents and schools? Home/school communication Website info booths at school and community functions parent handbooks</p>	<p>80% parents report effective communication with their school regarding their child's math proficiency and behavior supports  80% staff at schools report effective communication with parents regarding students' math proficiency and behavior supports.</p>	<p>Summary of PBIS feedback on family engagement through the family engagement checklist (completed by school) and family, school surveys  Document review of letters sent from schools regarding SBAC math proficiency</p>	<p>Annually  Annually</p>

**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.

**EEC Data Collection Schedule • VT SSIP  
Year 1 (October 2016-August 2017)**

UPDATED 2/2/17

The Data Collection Schedule below provides detail on the methods, collection, and analysis that EEC will use to evaluate implementation and outcomes of the SSIP. As data are collected and analyzed, EEC will provide regular reports to the Vermont AOE and stakeholders in order to make decisions about need for adjustments or continuation of SSIP activities to make progress toward the SIMR. This document is meant to guide EEC evaluation activities and timelines and will be updated as evaluation activities are carried out and to reflect the most current information regarding timelines for SSIP activities.

Performance Measure(s)	Date to be Completed	EEC Evaluation Activity	Instrumentation/Procedure	Date Completed
100% of expectations in the AoR are achieved	October 2016	Collect feedback from SSIP pilot school administrators to identify understandings of the expectations for data collection and the supports and barriers to implementation of AoR.	EEC develops brief interview protocol; AOE ( <b>Sue Cano</b> ) conducts interviews; EEC summarizes results	Interviews were conducted in October; EEC prepare quarterly evaluation memo to facilitate decision making as needed.
	February–March 2017	Conduct a Document Review regarding District/SSIP school completion of AoR expectations	EEC develops Progress Checklist based on AoR expectations; AOE staff completes; EEC summarizes results	
100% of school personnel who are responsible for providing math instruction gain knowledge regarding Math Teaching Practices	March 2017	Collect baseline of knowledge of Math Teaching Practices in the Spring 2017	EEC/AOE use self-rating protocol; SSIP school personnel complete as pre/post; EEC summarizes results	
100% of school personnel will report a 20% improvement in their perception of PBIS features in their school, as measured by	April 2017	Collect baseline of knowledge of PBIS via self-rating	EEC collects and summarizes data from SAS	

**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.

Performance Measure(s)	Date to be Completed	EEC Evaluation Activity	Instrumentation/Procedure	Date Completed
the Self-Assessment Survey (SAS).				
100% of school personnel report increased knowledge about trauma-sensitive school environments	August 2017	Develop and implement end of PL event survey including retrospective assessment of knowledge gain regarding specific topic addressed	EEC develops end-of-event survey protocol; PL providers and/or coaches administer at each event/session; EEC analyzes and reports results within 1 month of the session	
100% of grade-level teams demonstrate increased use of a variety of data sources to inform math instruction and interventions for students.	May 2017 collection of baseline June/July analysis of baseline data  May-June 2017	Conduct Document Review of SSIP pilot schools' Data2Action Plans for math in the Get It! section  Interview grade-level team members and administrators at Cohort 1 Schools	AOE provides schools' Data2Action Plans spring 2017; EEC reviews and summarizes results  EEC develops interview protocol and conducts interview and observation of team meeting; EEC summarizes the results	
100% of SSIP pilot schools implementing Math Teaching Practices with fidelity.	April 2017 draft protocol May-June 2017 pilot protocol  May-June 2017	Develop and pilot observation protocol to be used in Cohort 1 Schools.  Interview SSIP pilot school math teachers, school personnel, administrators, and math coaches.	<a href="#">TRUMath</a> : Whole Class Discussion Rubric [adapted]  EEC develops interview protocol and conducts interview; EEC summarizes the results.	
100% of the SSIP pilot schools implementing PBIS with fidelity.	May-June 2017	Collect and analyze data from PBIS fidelity instrument(s) administered at Cohort 1 Schools	Cohort 1 Schools administer Tiered Fidelity Inventory (part of PBIS data); EEC collects, summarizes and reports results.	

**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.

Performance Measure(s)	Date to be Completed	EEC Evaluation Activity	Instrumentation/Procedure	Date Completed
100% students with ED in the universal level of instruction	May 2017 collection June-July 2017 analysis	Conduct document Review of SSIP pilot schools' Data2Action Plans for math in the Get It! section [% of children receiving math instruction in universal, targeted, and intensive]	AOE provides schools' Data2Action Plans; EEC reviews and summarizes results.	
80% students with ED in Grades 3-5 engaged in universal math instruction.	April 2017 draft protocol May-June 2017 pilot protocol	Develop and pilot observation protocol for use in Cohort 1 Schools.	<a href="#">TRUMath</a> : Summary Rubric [adapted]	
100% of students with ED in Grades 3-5 will demonstrate improved behavioral functioning as evidenced by: <ul style="list-style-type: none"> <li>• A decrease in office discipline referrals, overall and specifically in math class</li> <li>• Increased time in class during math instruction</li> <li>• Actively participating in or graduated from targeted or individualized behavioral supports</li> <li>• Meeting expectations on their FBA-driven Behavior Support Plan an average of at least 80% of the time when applicable</li> </ul>	Quarterly reporting times: April 2017 June 2017	Analyze SWIS and/or student level PBIS and other data	AOE provide data to EEC; EEC summarizes results	

**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.

Performance Measure(s)	Date to be Completed	EEC Evaluation Activity	Instrumentation/Procedure	Date Completed
100% of AOE/AHS quarterly goals achieved as evidence of increased communication and shared resources	Quarterly: January 2017 April 2017 June 2017	Document review of AOE/AHS Meeting Agendas and Minutes	AOE will provide documents; EEC develop and administer review protocol and summarize results	
80% parents at Cohort 1 Schools report awareness of Math Teaching Practices and PBIS	May-June 2017	Develop and pilot family engagement checklist	AOE/EEC develop family engagement checklist or family engagement survey	
80% of parents report an understanding of their child's behavioral supports and some of the overall features of school-wide PBIS in their child's school.	June-July 2017	Identify items from PBIS Family Engagement Survey and/or develop additional protocol(s) for data collection.	Family engagement checklist and/or other school surveys.	
80% staff at schools report effective communication with parents regarding students' math proficiency and behavior supports.	June-July 2017	Conduct document review of letters sent from schools regarding SBAC math proficiency and other mechanisms for parent/family communication.	AOE provides EEC documentation; EEC develops and administers review protocol and summarizes results	
7.2% students with ED at the SSIP pilot schools proficient in math.	September 2017	Analyze SBAC summative and other progress monitoring data	AOE provides EEC SBAC data; EEC summarizes results	

**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.

## EEC Data Collection Schedule • VT SSIP Year 2 (October 2017-August 2018)

As of: 3/29/17

The Data Collection Schedule below provides detail on the methods, collection, and analysis that will be used to evaluate implementation and outcomes of the SSIP. As data is collected and analyzed, EEC will provide regular reports to the Vermont AOE and stakeholders in order to make decisions about need for adjustments or continuation of SSIP activities in order to make progress toward the SIMR. This document will be updated as evaluation activities are carried out and to reflect the most current information regarding timelines for the activities.

Performance Measure(s)	Date to be Completed	EEC Evaluation Activity	Instrumentation/Procedure	Date Completed
100% of expectations in the AoR are achieved	March 1, 2018	Collect feedback from SSIP pilot school administrators to identify understandings of the expectations for data collection and the supports and barriers to implementation of AoR.	EEC develops brief interview protocol; AOE conducts interviews; EEC summarizes results	
	October 2017	Conduct a Document Review regarding District/SSIP school completion of AoR expectations	EEC develops Progress Checklist based on AoR expectations; AOE staff completes; EEC summarizes results	
100% of school personnel who are responsible for providing math instruction gain knowledge regarding <i>Math Teaching Practices</i>	October 2107-August 2018	Collect data on knowledge of <i>Math Teaching Practices</i> at the PL offered in Y2	EEC/AOE use self-rating protocol as provided in PL; SSIP school personnel complete as pre/post; EEC summarizes results	
100% of school personnel will report a 20% improvement in their perception of PBIS features in their school, as measured by the Self-Assessment Survey (SAS).	May 2018	Collect knowledge of PBIS via self-rating	EEC collects and summarizes data from SAS	

**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.

Performance Measure(s)	Date to be Completed	EEC Evaluation Activity	Instrumentation/Procedure	Date Completed
100% of grade-level teams demonstrating increased use of a variety of data sources to inform math instruction and interventions for students.	October-November 2017	Math coaches facilitate use implementation rubric (assessment) and conduct observations using TRU Math whole class rubric focused on grades 3, 4 and 5.  Interview grade-level team members and administrators at Cohort 1 Schools	School completes and EEC collects MTSS modified implementation rubric (assessment) and TRU Math whole class rubric focused on grades 3, 4 and 5.  Math coaches, administrators and the building level MTSS Leadership Teams will participate.	
	May-June 2018	Interview grade-level team members and administrators at Cohort 1 Schools	EEC develops interview protocol, conducts interviews, and summarizes results.	
	June-July 2018	Conduct Document Review of SSIP pilot schools' Data2Action Plans for math in the Get It! section [documents % of children receiving math instruction in universal, targeted, and intensive]	AOE provides schools' Data2Action Plans with disaggregated data by grade level in Fall 2017; EEC reviews and summarizes results	
100% of SSIP pilot schools implementing <i>Math Teaching Practices</i> with fidelity.	February-March 2018	Conduct observations in Cohort 1 Schools.  Interview SSIP pilot school teachers, school personnel, administrators, math coaches, PBIS TA providers, and PL provider(s)	Math Coach conducts observations in grades 3, 4, and 5 mathematics classrooms using the TRUMath Whole Class Discussion rubric; EEC summarizes results	

**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.

Performance Measure(s)	Date to be Completed	EEC Evaluation Activity	Instrumentation/Procedure	Date Completed
100% of school personnel report increased knowledge about trauma-sensitive school environments	Ongoing October 2017-August 2018	Implement end of PL event survey including retrospective assessment of knowledge gain regarding specific topic addressed	EEC develops end-of-event survey protocol; PL providers and/or coaches administer at each event/session; EEC analyzes and reports results within 1 month of the session	
	June-July 2018	Collect feedback from PL providers, PBIS TA providers, and school administrators	EEC develop protocol and administer to PL providers and PBIS TA providers; EEC summarizes and report results	
100% of the SSIP pilot schools implementing PBIS with fidelity	May-June 2018	Tiered Fidelity Inventory (part of PBIS data)	TFI done in spring; EEC to collect, summarize and report results - scores of 80% or higher indicated fidelity.	
100% students with ED in the universal level of instruction	June-July 2018	Conduct document Review of SSIP pilot schools' Data2Action Plans for math in the Get It! section [% of children receiving math instruction in universal, targeted, and intensive]	AOE provides schools' Data2Action Plans; EEC reviews and summarizes results	
80% students with ED in Grades 3-5 <i>engaged</i> in universal math instruction.	May-June 2018	Conduct observations in Cohort 1 Schools.	Math Coach conducts observations in grades 3, 4, and 5 mathematics classrooms using the TRUMath: Whole Class Discussion rubric; EEC summarizes the results of Cognitive Demand, Agency/Authority/Identiy sections.	

**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.

Performance Measure(s)	Date to be Completed	EEC Evaluation Activity	Instrumentation/Procedure	Date Completed
<p>100% of students with ED in Grades 3-5 will demonstrate improved behavioral functioning as evidenced by:</p> <ul style="list-style-type: none"> <li>• A decrease in office discipline referrals, overall and specifically in math class</li> <li>• Increased time in class during math instruction</li> <li>• Actively participating in or graduated from targeted or individualized behavioral supports</li> <li>• Meeting expectations on their FBA-driven Behavior Support Plan an average of at least 80% of the time when applicable</li> </ul>	<p>Quarterly: November 2017 January 2018 April 2018 June 2018</p>	<p>Analyze SWIS and/or student level PBIS and other data</p>	<p>AOE provide data to EEC; EEC summarizes results</p>	
<p>100% of AOE/AHS quarterly goals achieved as evidence of increased communication and shared resources.</p>	<p>Quarterly: November 2017 January 2018 April 2018 June 2018</p>	<p>Document of AOE/AHS Meeting Agendas and Minutes</p>	<p>AOE will provide documents; EEC develop and administer review protocol and summarize results</p>	
<p>80% parents at Cohort 1 Schools report awareness of <i>Math Teaching Practices</i> and PBIS</p>	<p>January-February 2018</p>	<p>Summary of feedback from parents</p>	<p>AOE/EEC develop family engagement checklist or family engagement survey; Principal or School Representative</p>	

**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.

Performance Measure(s)	Date to be Completed	EEC Evaluation Activity	Instrumentation/Procedure	Date Completed
			administers; EEC summarizes results	
80% of parents report an understanding of their child's behavioral supports and some of the overall features of school-wide PBIS in their child's school.	January-February 2018	Family Engagement Survey: family version, school version, and scoring form	AOE provides EEC results of comparison of PBIS family engagement checklist (completed by school) and family, school surveys	
80% staff at schools report effective communication with parents regarding students' math proficiency and behavior supports.	January-February 2018	Conduct document review of letters sent from schools regarding SBAC math proficiency	AOE provides EEC documentation; EEC develops and administers review protocol and summarizes results	
7.2% students with ED at the SSIP pilot schools proficient in math.	September 2018	Analyze SBAC summative and other progress monitoring data	AOE provides EEC SBAC data; EEC summarizes results	

**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.

---

## **Appendix D - Vermont's Implementation Plan**

Vermont's perception of implementation science stages<sup>1</sup> used in this Appendix is predicated on the following definitions:

**Exploration** – readiness of leadership teams/schools to begin the work and if not ready, 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/schools use an effective strategy with fidelity and evidence of effective outcomes.

Vermont's perception of implementation science drivers<sup>2</sup> used in this Appendix is predicated 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.*<sup>3</sup>

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

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

- **Selection** – purposeful process of recruiting schools that have pre-requisite attributes for the SSIP work.
- **Training** – purposeful, adult-learning informed, skill-based processes designed to support teams in acquiring skills and information needed for the SSIP work.
- **Coaching** – regular, embedded professional development designed to help teams use the skill as intended.

---

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

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

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

**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.

---

- Fidelity<sup>4</sup> – the degree to which coaching, in-service training, instruction, or any other kind of evidence-based professional development 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 – external variables, policies, environments, systems or structures that influence or have impact on leadership teams. (NOTE: Vermont has reflected this driver in the table named Systemic Supports).
- Facilitative Administration – focuses on the internal processes, policies, regulations, and structures over which a leadership team has some control. (NOTE: Vermont has included the table titled Communications as one strategy for this driver).
- Data Systems/Decision Support – a data system that provides timely, reliable data for decision-making by leadership teams.

**Leadership Drivers** –focus on leadership approaches related to transforming systems and creating change. “Leadership” is not a person but different people engaging in different kinds of leadership behavior as needed to establish effective programs and sustain them as circumstances change over time.

- Adaptive – 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– characterized by clear agreement on 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.”

**Instructions for understanding the Implementation Plan**

There is a separate table for each implementation driver included in this appendix. The table headings list the implementation driver. The column headings list the implementation stages as defined above. Proposed activity reflects what the activity should look like for each stage. Completed activity describes the strategies and actions used by Vermont for each stage, and the date completed is the actual date, or the expected date, of completion. Shading in the columns represents Vermont’s perspective on progress for Year 1 of implementation.

**Key for Acronym Usage:** AOE = Vermont Agency of Education, Core Team = State Level Leadership Team, EBP = Evidence Based Practices, ED = students identified with emotional disturbance, EEC = External Evaluator, SY = School Year, TA = technical assistance

---

<sup>4</sup> Trivette, C. M., & Dunst, C. J. (2011, August). Implementation with fidelity: How to get changes in early childhood classroom practices. Paper presented at the Global Implementation Conference, Washington, DC.

**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.

<b>Table 1: Site Selection</b>			
<b>Exploration</b>	<b>Installation</b>	<b>Implementation</b>	<b>Sustainability</b>
<p><b>Proposed Activity:</b> AOE invites schools to participate in SSIP.</p> <p><b>Completed Activity:</b> SSIP Pilot Schools were selected from SPDG schools who were:</p> <ul style="list-style-type: none"> <li>committed to achieving fidelity of practice using the MTSS framework;</li> <li>implementing PBIS with fidelity; and</li> <li>there were 4 or more students with ED enrolled in grades 3, 4, and 5.</li> </ul> <p><b>Date Completed:</b> May-June 2016</p>	<p><b>Proposed Activity:</b> AOE developed Agreement of Responsibility (AoR) for Districts who had schools participating in SSIP.</p> <p><b>Completed Activity:</b> AOE provided schools who met the selection criteria with an AoR which defined their role and the expectations for participation as a SSIP Pilot School.</p> <p><b>Date Completed:</b> May-June 2016</p>	<p><b>Proposed Activity:</b> Activities in the AoR included training opportunities that would be funded by IDEA-B money through the AOE.</p> <p><b>Completed Activity:</b> Two networking days were scheduled between the AOE and the SSIP Schools. 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 has been designed to discuss successes, challenges, and plan for the next school year.</p> <p><b>Date Completed:</b> Day 1 - October 4, 2016 Day 2 - June 7, 2017</p>	<p><b>Proposed Activity:</b> AOE monitors for implementation fidelity throughout SY2017-2018.</p> <p><b>Completed Activity:</b> Core Team reviews AoR for relevance and revises as needed for improved collaboration as the AOE begins scale-up activities.</p> <p><b>Date Completed:</b> Every 6-9 months starting June 2017</p>
<p><b>Proposed Activity:</b> Cohort 2 Schools will be chosen for SSIP scale-up.</p> <p><b>Completed Activity:</b> Cohort 2 schools will be invited from within the District or Supervisory Union of Cohort 1 and/or from other SPDG schools.</p> <p><b>Date Completed:</b></p>	<p><b>Proposed Activity:</b> Cohort 1 Schools and AOE will provide scale-up support for schools in Cohort 2.</p> <p><b>Completed Activity:</b> Cohort 1 Schools will help with scale-up as part of the original AoR.</p> <p><b>Date Completed:</b> SY2018-2019</p>	<p><b>Proposed Activity:</b> After one year, Cohort 2 schools will be ready to support scale-up along with Cohort 1.</p> <p><b>Completed Activity:</b> SSIP Schools will participate in networking opportunities and AOE-sponsored trainings in preparation for supporting Cohort 3.</p>	<p><b>Proposed Activity:</b> AOE monitors for implementation fidelity throughout Cohorts 1 and 2.</p> <p><b>Completed Activity:</b> SSIP Activities in the AoR included training opportunities that would be funded by IDEA-B money through the AOE. SSIP activities will continue to be funded by IDEA-B, as well as SPDG funds as</p>

**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.

<b>Table 1: Site Selection</b>			
<b>Exploration</b>	<b>Installation</b>	<b>Implementation</b>	<b>Sustainability</b>
Spring 2018		<p><b>Date Completed:</b> SY2018-2019</p>	<p>appropriate. Cohort 1 will continue to work with Cohort 2 in a mentoring role. AOE will continue to align activities with ESSA, SPDG, and family engagement.</p> <p><b>Date Completed:</b> SY2018-2019</p>

<b>Table 2: Training</b>			
<b>Exploration</b>	<b>Installation</b>	<b>Implementation</b>	<b>Sustainability</b>
<p><b>Proposed Activity:</b> Provide orientation to SSIP Pilot Schools who have signed the AoR.</p> <p><b>Completed Activity:</b> 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.</p> <p><b>Date Completed:</b> September 2016</p>	<p><b>Proposed Activity:</b> Provide specific networking opportunities for all SSIP Schools to plan for Year 1 of implementation and to develop leadership teams at the local level.</p> <p><b>Completed Activity:</b> AOE, in conjunction with NCSI and IDC TA providers, held day-long networking opportunities for Cohort I Schools. The schools met as teams and as Cohort 1 to provide input into Year 1 of implementation. Data2Action plans were developed, as well as other resources needed to support the SSIP work for SY 2016-2017.</p>	<p><b>Proposed Activity:</b> Support SSIP Schools participation and continue to implement MTSS/PBIS/SPDG practices.</p> <p><b>Completed Activity:</b> 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.</p>	<p><b>Proposed Activity:</b> Develop master calendar of professional learning opportunities vetted for SSIP Schools, so that opportunities are available throughout the school year without overburdening schools during limited time periods.</p> <p><b>Completed Activity:</b> Using the Google platform, the AOE created a master calendar, accessible to all SSIP Schools, for professional learning opportunities relevant to the SSIP work (i.e., PBIS Webinars, required AOE offerings, local workshops, etc.). This <a href="#">calendar</a> is also accessible to the Core Team for planning purposes to</p>

**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.

<b>Table 2: Training</b>			
<b>Exploration</b>	<b>Installation</b>	<b>Implementation</b>	<b>Sustainability</b>
	<p><b>Date Completed:</b> October 2016</p>	<p><b>Date Completed:</b> Winter/Spring 2017</p>	<p>balance distribution of opportunities throughout the entire school year.</p> <p><b>Date Completed:</b> December 2016-January 2017 On-going updates for SY2017-2018</p>
<p><b>Proposed Activity:</b> Provide professional learning on EBP in Math Pedagogy and Growth Mindset to SSIP School staff (math coaches, math leaders, and administrators) in grades 3, 4, and 5.</p> <p><b>Completed Activity:</b> Through SPDG, supplemented with IDEA-B funding, a math vendor was chosen to provide this professional learning opportunity as part of the original AoR.</p> <p><b>Date Completed:</b> November 2016</p>	<p><b>Proposed Activity:</b> Math PL vendor to provide face-to-face training and an additional 6 hours of local technical assistance (TA) to SSIP Schools.</p> <p><b>Completed Activity:</b> Math vendor provides EdCamp style instruction to SPDG and SSIP schools on the 8 math teaching practices, Growth Mindset, as well as math coaching strategies.</p> <p><b>Date Completed:</b> Face-to-Face trainings held on December 2016, January 2017, and March 2017</p>	<p><b>Proposed Activity:</b> SSIP School staff bring professional learning into the classroom at the local level.</p> <p><b>Completed Activity:</b> With the support of math coaches and the math TA providers, SSIP School staff implement new learning in math practices at the classroom level.</p> <p><b>Date Completed:</b> April-June 2017</p>	<p><b>Proposed Activity:</b> SSIP Schools continue to use EBP in math pedagogy at the building level.</p> <p><b>Completed Activity:</b> Math vendor provides individualized TA to SSIP Schools and teaching practices are revised to improve student outcomes.</p> <p><b>Date Completed:</b> Local technical assistance provided by vendor March-June 2017.</p>
<p><b>Proposed Activity:</b> Provide professional learning and support for developing trauma-informed school communities within a Multi-tiered System of Supports (MTSS) framework.</p> <p><b>Completed Activity:</b> Vendor selection has begun with an RFP posting for the work and subsequent processing through AOE contracting procedures.</p>	<p><b>Proposed Activity:</b> Vendor will evaluate Schools 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.</p> <p><b>Completed Activity:</b> Trauma instruction will include face-to-face learning, webinars, and four hours of</p>	<p><b>Proposed Activity:</b> Cohort 1 School staff implement new trauma-informed knowledge into their classroom practices.</p> <p><b>Completed Activity:</b> Analyze various models of "trauma-informed schools," and develop and implement an action plan for each school in order</p>	<p><b>Proposed Activity:</b> Cohort 1 School staff align trauma-informed knowledge into their MTSS framework of policies and procedures.</p> <p><b>Completed Activity:</b> Vendor facilitates an interactive webinar that focuses on a review of each school's successes,</p>

**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.

<b>Table 2: Training</b>			
<b>Exploration</b>	<b>Installation</b>	<b>Implementation</b>	<b>Sustainability</b>
<p><b>Date Completed:</b> RFP posted March 2017 Estimated contract May/June 2017</p>	<p>individualized TA per Cohort 1 School.</p> <p><b>Date Completed:</b> Baseline Survey May-June 2017 Face-to-Face Training October 2017 Technical Assistance November 2017–April 2018</p>	<p>to differentiate instruction and support for all students.</p> <p><b>Date Completed:</b> SY2017-2018</p>	<p>developing expertise, current needs, and next steps.</p> <p><b>Date Completed:</b> May 2018</p>
<p><b>Proposed Activity:</b> Provide professional learning and support related to family engagement for schools and supervisory unions involved in the SSIP work.</p> <p><b>Completed Activity:</b> Vendor selection has begun with an RFP posting for the work and subsequent processing through AOE contracting procedures.</p> <p><b>Date Completed:</b> RFP posted March 2017 Estimated contract April/May 2017</p>	<p><b>Proposed Activity:</b> Family Engagement vendor to focus on supporting students with ED through training sessions for families and school staff around the IEP process, as well as the purpose and benefits of interventions offered through the school's MTSS.</p> <p><b>Completed Activity:</b> Vendor will conduct up to 6 hours of Supervisory Union based 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.</p> <p><b>Date Completed:</b></p>	<p><b>Proposed Activity:</b> 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.</p> <p><b>Completed Activity:</b> Vendor will ensure appropriate, proactive, and timely assistance to schools and develop resources around EBPs, MTSS, and the special education process. Vendor will establish protocols for maintaining regular contact with the school sites to provide guidance and answer questions pertinent to local needs of families and schools.</p> <p><b>Date Completed:</b> SY2017-2018</p>	<p><b>Proposed Activity:</b> Development of partnerships between schools and families and the building of a comfortable and safe culture for parents/guardians of students with disabilities.</p> <p><b>Completed Activity:</b> Family Engagement vendor will help Cohort 1 Schools develop support for families and methods for reaching those "hard to reach" families in order to involve them in their students' education in positive and proactive ways.</p> <p><b>Date Completed:</b> SY2017-2018</p>

**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.

<b>Table 2: Training</b>			
<b>Exploration</b>	<b>Installation</b>	<b>Implementation</b>	<b>Sustainability</b>
	Three separate trainings at each Cohort 1 School to be completed between April 2017 and June 2018		
<p><b>Proposed Activity:</b> Support effective implementation of Universal Design for Learning (UDL) in Cohort 1 Schools.</p> <p><b>Completed Activity:</b> Through SPDG, supplemented with IDEA-B funding, the AOE will continue to provide professional learning opportunities for teacher leaders, coaches and administrators in SSIP Schools.</p> <p><b>Date Completed:</b> Fall 2016</p>	<p><b>Proposed Activity:</b> UDL vendor to continue with training and local TA to Cohort 1 Schools and their Supervisory Unions.</p> <p><b>Completed Activity:</b> UDL vendor provides instruction and training Cohort 1 Schools on EBP teaching practices, Growth Mindset, as well as coaching strategies.</p> <p><b>Date Completed:</b> SY2017-2018 and SY2018-2019</p>	<p><b>Proposed Activity:</b> SSIP School staff bring professional learning into the classroom at the local level.</p> <p><b>Completed Activity:</b> With the support of school-based coaches and the UDL vendor, SSIP School staff implement new learning at the classroom level.</p> <p><b>Date Completed:</b> SY2017-2018 and SY2018-2019</p>	<p><b>Proposed Activity:</b> SSIP Schools continue to implement UDL practices at the building level.</p> <p><b>Completed Activity:</b> UDL vendor provides support to SSIP Schools and teaching practices are revised to improve student outcomes.</p> <p><b>Date Completed:</b> SY2017-2018 and SY2018-2019</p>

<b>Table 3: Coaching</b>			
<b>Exploration</b>	<b>Installation</b>	<b>Implementation</b>	<b>Sustainability</b>
<p><b>Proposed Activity:</b> Utilize MTSS external systems coaches to support SSIP activities.</p> <p><b>Completed Activity:</b> SSIP Core Team and SPDG director formalized the involvement of external systems coaches by defining roles and responsibilities.</p> <p><b>Date Completed:</b></p>	<p><b>Proposed Activity:</b> SSIP Core Team and SPDG Director work with external systems coaches around expectations.</p> <p><b>Completed Activity:</b> Communication protocols were developed to support external systems coaches as they prioritized their school's needs.</p> <p><b>Date Completed:</b> Fall 2016</p>	<p><b>Proposed Activity:</b> Communication between Core Team and external systems coaches will improve quality of support provided to Cohort 1 Schools.</p> <p><b>Completed Activity:</b> Regular collaborative meetings between the Core Team and Coaches are scheduled for collaboration around</p>	<p><b>Proposed Activity:</b> Based on input from Cohort 1 Schools and Core Team observations, EEC and AOE will need to develop methodologies for coaching to be implemented with fidelity.</p> <p><b>Completed Activity:</b> A systematic approach to coaching with fidelity will be developed and implemented</p>

**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.

August 2016		supporting Cohort 1 School leadership teams.  <b>Date Completed:</b> January, April and May 2017 SY2017-2018	at Cohort 1 Schools. This will be reviewed and revised as appropriate.  <b>Date Completed:</b> SY2017-2018
<b>Proposed Activity:</b> SSIP Core Team aligns use of coaches in Cohort 1 Schools with existing statewide initiatives.  <b>Completed Activity:</b> SSIP Core Team gathers data regarding coaching resources for Cohort 1 Schools at the local level.  <b>Date Completed:</b> SY2016-2017	<b>Proposed Activity:</b> SSIP Core Team develops method for tracking coaching interventions in Cohort 1 Schools.  <b>Completed Activity:</b> Based on the Coaching Inventory Discussion Tool provided by State Implementation & Scaling-Up of Evidence-Based Practices and the OSEP Center on PBIS, the SSIP Core Team develops methodologies for tracking coaching resources in Cohort 1 Schools.  <b>Date Completed:</b> SY2017-2018	<b>Proposed Activity:</b> Coaching interventions are implemented with fidelity at the local level.  <b>Completed Activity:</b> EEC and AOE collect and analyze data regarding the effective use of coaching (math, PBIS, external systems, etc.) in Cohort 1 Schools.  <b>Date Completed:</b> SY2017-2018	<b>Proposed Activity:</b> Scale-up of coaching interventions can be implemented with fidelity.  <b>Completed Activity:</b> Based on review of data collected, EEC and AOE will need to review and revise methodologies for scale-up of coaching interventions implemented with fidelity.  <b>Date Completed:</b> SY2017-2018

<b>Table 4: Communications</b>			
<b>Exploration</b>	<b>Installation</b>	<b>Implementation</b>	<b>Sustainability</b>
<b>Proposed Activity:</b> Establish regular communication for all participants involved with the SSIP work.  <b>Completed Activity:</b> The Core Team uses email, phone calls, <a href="#">newsletters</a> and meeting <a href="#">minutes</a> to communicate with all involved in the SSIP work.	<b>Proposed Activity:</b> AOE develops a communication plan to reduce the type and volume of communication for maximum utilization of resources.  <b>Completed Activity:</b> The <a href="#">original</a> communication plan was a cumbersome and an inefficient use of	<b>Proposed Activity:</b> Communication is strategic and efficient for all SSIP participants.  <b>Completed Activity:</b> The Core Team revised the original <a href="#">communication plan</a> to include a linear approach for	<b>Proposed Activity:</b> Strategic use of an efficient feedback loop(s) improves communication for all participants.  <b>Completed Activity:</b> The communication plan is reviewed and streamlined to ensure that all participants receive timely and appropriate

**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.

<b>Table 4: Communications</b>			
<b>Exploration</b>	<b>Installation</b>	<b>Implementation</b>	<b>Sustainability</b>
<p><b>Date Completed:</b> March 2016 – January 2017</p>	<p>resources. The SSIP Core Team determined that the communication plan needs to be fluid and reviewed frequently based upon the needs of those participating in SSIP work.</p> <p><b>Date Completed:</b> January 2017</p>	<p>providing information to the Cohort 1 Schools and other stakeholders.</p> <p><b>Date Completed:</b> SY2016-2017</p>	<p>communication, and that there is a mechanism for communication to become a feedback loop (not one-way).</p> <p><b>Date Completed:</b> June 2017 - SY2017-2018</p>
<p><b>Proposed Activity:</b> As 100% of Vermont schools use Google at some level for communications and document sharing, the SSIP Core Team determined using Google drive was the most efficient method to use without overburdening schools.</p> <p>NOTE: no confidential or personally identifiable information is to be stored in the Google drive.</p> <p><b>Completed Activity:</b> The AOE developed folders in Google drive for use by the Cohort 1 Schools and separate ones for the SSIP core team to use.</p> <p><b>Date Completed:</b> April 2016 – January 2017</p>	<p><b>Proposed Activity:</b> Provide training on use of Google as the communication tool for all involved in the SSIP work.</p> <p><b>Completed Activity:</b> After the initial confusion around use of shared documents in Google drive, the AOE designed two Google sites (one for the <a href="#">SSIP Schools</a> and one for the <a href="#">SSIP Core Team</a>). Individualized training was provided to the SSIP Core Team, Coaches, Evaluators and Cohort 1 School leadership teams.</p> <p><b>Date Completed:</b> January 2017</p>	<p><b>Proposed Activity:</b> All participants in the SSIP work use Google sites for communication purposes.</p> <p><b>Completed Activity:</b> The SSIP Core 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).</p> <p><b>Date Completed:</b> Winter 2017</p>	<p><b>Proposed Activity:</b> AOE further develops Google Sites as needed for stakeholders and publishing SSIP related materials.</p> <p><b>Completed Activity:</b> Based on stakeholder and SSIP Schools input, Google sites continue to be developed as needs arise for scale-up.</p> <p><b>Date Completed:</b> SY2017-2018 SY2018-2019</p>

**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.

<b>Table 5: Systemic Supports</b>			
<b>Exploration</b>	<b>Installation</b>	<b>Implementation</b>	<b>Sustainability</b>
<p><b>Proposed Activity:</b> Current infrastructure and capacity is reviewed for SSIP work at the state and local levels.</p> <p><b>Completed Activity:</b> SSIP Core Team requires external support from national TA providers (i.e., NSCI, IDC, SWIFT, PBIS, etc.) as Year 1 of implementation begins. Cohort 1 School principals are interviewed for current capacity to do the SSIP work.</p> <p><b>Date Completed:</b> Fall 2016</p>	<p><b>Proposed Activity:</b> SSIP Core Team begins to incorporate implementation science strategies.</p> <p><b>Completed Activity:</b> AOE and SSIP Core Team are provided with training and support on use of implementation science tools. Cohort 1 Schools are provided with support in developing leadership teams at the local level.</p> <p><b>Date Completed:</b> January and March 2017</p>	<p><b>Proposed Activity:</b> Infrastructure revisions are based on data collection and implementation science strategies.</p> <p><b>Completed Activity:</b> SSIP Core Team uses implementation stages and drivers to review and revise all previous SSIP work.</p> <p><b>Date Completed:</b> SY2017-2018 SY2018-2019</p>	<p><b>Proposed Activity:</b> Sustainable infrastructure development must be based on implementation stages and drivers.</p> <p><b>Completed Activity:</b> SSIP Schools will be provided with training and support on implementation science tools. SSIP Core Team continues to receive support from national TA providers in preparation for scale-up.</p> <p><b>Date Completed:</b> SY2017-2018 SY2018-2019</p>
<p><b>Proposed Activity:</b> SSIP Core Team revises Year 1 implementation plan to include all organization, leadership and competency drivers described in the implementation science framework.</p> <p><b>Completed Activity:</b> SSIP Core 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.</p>	<p><b>Proposed Activity:</b> Implementation plan revisions are based on data collection and implementation science strategies.</p> <p><b>Completed Activity:</b> AOE and SSIP Core Team continue to receive training and support on use of all implementation science tools.</p> <p><b>Date Completed:</b> SY2017-2018</p>	<p><b>Proposed Activity:</b> SSIP Core Team begins to incorporate additional implementation science strategies.</p> <p><b>Completed Activity:</b> SSIP Core Team uses implementation stages and all organization, leadership and competency drivers to review and revise all previous SSIP work.</p> <p><b>Date Completed:</b> SY2017-2018 SY2018-2019</p>	<p><b>Proposed Activity:</b> Sustainable infrastructure development must be based on use of all implementation stages and drivers.</p> <p><b>Completed Activity:</b> SSIP Core Team continues to receive support from national TA providers in preparation for scale-up.</p> <p><b>Date Completed:</b> SY2017-2018 SY2018-2019</p>

**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.

<b>Table 5: Systemic Supports</b>			
<b>Exploration</b>	<b>Installation</b>	<b>Implementation</b>	<b>Sustainability</b>
<p><b>Date Completed:</b> Summer 2017</p>			
<p><b>Proposed Activity:</b> Collaboration with other state agencies is crucial to infrastructure development and improved student outcomes.</p> <p><b>Completed Activity:</b> 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.</p> <p><b>Date Completed:</b> August 2016, October 2016 January 2017, March 2017</p>	<p><b>Proposed Activity:</b> Opportunities for collaboration are reviewed for maximum use of resources and data collection.</p> <p><b>Completed Activity:</b> SSIP Core Team begins review of areas where collaboration can occur and makes initial inquiries as appropriate.</p> <p><b>Date Completed:</b> March 2017</p>	<p><b>Proposed Activity:</b> Alignment of SSIP work with other state initiatives and agencies will maximize resources for improved student outcomes.</p> <p><b>Completed Activity:</b> SSIP Core Team begins process of resource mapping to ensure smooth scale-up for Cohort 2. Resource mapping to include mental health and family engagement supports available both statewide and at the local level.</p> <p><b>Date Completed:</b> SY2017-2018</p>	<p><b>Proposed Activity:</b> Alignment of SSIP work with other state initiatives and agencies continues to be reviewed and revised as SSIP begins scale-up for Cohort 2.</p> <p><b>Completed Activity:</b> SSIP work is aligned with the Vermont ESSA State Plan, SPDG, and local level initiatives wherever possible.</p> <p><b>Date Completed:</b> SY2017-2018 SY2018-2019</p>

<b>Table 6: Stakeholder Engagement</b>			
<b>Exploration</b>	<b>Installation</b>	<b>Implementation</b>	<b>Sustainability</b>
<p><b>Proposed Activity:</b> Stakeholders' input is imperative to the success of the SSIP work in Vermont.</p> <p><b>Completed Activity:</b> 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.</p>	<p><b>Proposed Activity:</b> Regular updates to stakeholders ensures continued interest in the SSIP work.</p> <p><b>Completed Activity:</b> AOE holds annual face-to-face meetings for all stakeholders to seek input for continuous improvement of the SSIP work. AOE provides progress</p>	<p><b>Proposed Activity:</b> Stakeholder engagement is most successful when communication includes opportunities for dialogue and discussion.</p> <p><b>Completed Activity:</b> AOE continues to provide multiple modes of communication for all stakeholders.</p>	<p><b>Proposed Activity:</b> Stakeholder engagement is sufficient to support scale-up of the SSIP work.</p> <p><b>Completed Activity:</b> Stakeholders continue to provide input and receive feedback for the on-going SSIP work.</p> <p><b>Date Completed:</b> SY2017-2018</p>

**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.

<b>Table 6: Stakeholder Engagement</b>			
<b>Exploration</b>	<b>Installation</b>	<b>Implementation</b>	<b>Sustainability</b>
<p><b>Date Completed:</b> March 2016</p>	<p>updates via semi-annual newsletters to all stakeholder groups.</p> <p><b>Date Completed:</b> November 2016</p>	<p><b>Date Completed:</b> SY2017-2018</p>	<p>SY2018-2019</p>
<p><b>Proposed Activity:</b> Stakeholders are defined as one large group with common, but distinct interests who support and provide input into the SSIP.</p> <p><b>Completed Activity:</b> Stakeholders are invited to annual stakeholders meeting. SSIP Core Team provides progress updates to stakeholders at these meetings.</p> <p><b>Date Completed:</b> March 2016 November 2016</p>	<p><b>Proposed Activity:</b> Core Team representatives receive training on stakeholder groups based on Leading by Convening Training at the National Collaborative face-to-face meeting in Dallas, TX.</p> <p><b>Completed Activity:</b> SSIP Core Team is trained on the difference between stakeholder management and stakeholder engagement.</p> <p>Stakeholder groups are redefined based on amount of interest, time and resources required for participants of the SSIP work. These now include the Core Team and extended team which consists of national TA providers.</p> <p><b>Date Completed:</b> December 2016</p>	<p><b>Proposed Activity:</b> Stakeholder groups are further reviewed and redefined based on infrastructure development and capacity building continues.</p> <p><b>Completed Activity:</b> Stakeholders roles are reviewed and now include members of Cohort 1 Schools, Core Team, Extended Team, Outside Agencies, and the original larger stakeholder group.</p> <p><b>Date Completed:</b> February 2017</p>	<p><b>Proposed Activity:</b> Stakeholder groups continue to be reviewed and redefined as needed.</p> <p><b>Completed Activity:</b> The process for scale-up activities will be considered when redefining stakeholder groups.</p> <p><b>Date Completed:</b> SY2017-2018 SY2017-2019</p>

**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.

<b>Table 7: Evaluation and Progress Monitoring</b>			
<b>Exploration</b>	<b>Installation</b>	<b>Implementation</b>	<b>Sustainability</b>
<p><b>Proposed Activity:</b> Evaluation documents were filed as draft in the Phase 2 SSIP submission as the AOE had not finalized the contract for the vendor as of the filing deadline.</p> <p><b>Completed Activity:</b> Contracted with external evaluator (Evergreen Evaluators - EEC) in May 2016 to develop Vermont's SSIP evaluation plan and related documentation.</p> <p><b>Date Completed:</b> August 2016</p>	<p><b>Proposed Activity:</b> EEC develops a comprehensive evaluation plan and a data collection document for Year 1 of implementation.</p> <p><b>Completed Activity:</b> 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.</p> <p><b>Date Completed:</b> August–September 2016</p>	<p><b>Proposed Activity:</b> Gather data from Cohort 1 Schools during Year 1 of implementation to calculate a baseline.</p> <p><b>Completed Activity:</b> Core 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.).</p> <p><b>Date Completed:</b> Fall 2016</p>	<p><b>Proposed Activity:</b> Review Data Collection Schedule and revise as needed for Year 2 of implementation.</p> <p><b>Completed Activity:</b> SSIP work will be aligned with SPDG and ESSA initiatives wherever possible (specifically related to continuous improvement cycles in academic proficiency and implementation of EBP at the local levels). Based on feedback from Cohort 1 Schools in June 2017, and on-going feedback from stakeholders, the Core Team will review and revise evaluation documents for SY2017-2018</p> <p><b>Date Completed:</b> May 2017 through August 2018</p>
<p><b>Proposed Activity:</b> Based on Data Collection Schedule developed in Year 1, EEC will collect, analyze, and report results on a regular basis.</p> <p><b>Completed Activity:</b> EEC developed protocols for collecting data from Cohort 1 School teams, stakeholders, school administrators, and SSIP project staff. EEC also discussed</p>	<p><b>Proposed Activity:</b> EEC collects data from key SSIP participants and AOE staff using protocols developed and established regular data sharing with PBiS staff and SPDG evaluator.</p> <p><b>Completed Activity:</b> EEC collected data from Cohort 1 School teams, stakeholders, and school administrators. EEC established data</p>	<p><b>Proposed Activity:</b> EEC and AOE establish regular reporting schedule to review results of data collection and analysis and make decisions about implementation.</p> <p><b>Completed Activity:</b> EEC reported results of Cohort 1 School team surveys, stakeholder survey, and school administrator interviews with</p>	<p><b>Proposed Activity:</b> EEC and AOE develop 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.</p>

**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.

<b>Table 7: Evaluation and Progress Monitoring</b>			
<b>Exploration</b>	<b>Installation</b>	<b>Implementation</b>	<b>Sustainability</b>
<p>methods and timing of existing data collections with PBiS staff and SPDG evaluator.</p> <p><b>Date Completed:</b> November 2016-January 2017</p>	<p>sharing protocols with PBIS staff and SPDG evaluator.</p> <p><b>Date Completed:</b> January 2017</p>	<p>SSIP Core Team. Based on recommendations and discussions, the need for a communication plan was identified and acted upon by the Core Team.</p> <p><b>Date Completed:</b> November 2016-February 2017</p>	<p><b>Completed Activity:</b> Data Collection Plan for Year 2 developed and opportunities for data collection identified and regular reporting timelines established.</p> <p><b>Date Completed:</b> Year 2 Plan developed - March 2017 Year 2 Data collection SY2017-2018</p>
<p><b>Proposed Activity:</b> Establish regular schedule for Cohort 1 School leadership teams and SSIP Core Team to review and make decisions based on data collection and analysis.</p> <p><b>Completed Activity:</b> EEC and SSIP Coordinator identified opportunities for meeting with Cohort 1 School teams and the SSIP Core Team in Year 2.</p> <p><b>Date Completed:</b> March 2017</p>	<p><b>Proposed Activity:</b> EEC establishes regular times to meet with Cohort 1 School leadership teams and SSIP Core Team regularly to review data and support decisions about implementation progress and outcomes.</p> <p><b>Completed Activity:</b> EEC meets with Cohort 1 School 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.</p> <p><b>Date Completed:</b> May-September 2017</p>	<p><b>Proposed Activity:</b> EEC and AOE meet with Cohort 1 School leadership teams and facilitates decision making based on data collection and analysis of results.</p> <p><b>Completed Activity:</b> Cohort 1 School leadership teams adjust their implementation activities as appropriate based on evaluation data. EEC adjusts their data collection instrumentation, timing, and/or other collection aspects based on discussion with school teams.</p> <p><b>Date Completed:</b> September 2017 - June 2018</p>	<p><b>Proposed Activity:</b> EEC and AOE review and assess effectiveness of data analysis review and decision making process for SSIP School leadership teams and the connections to broader SSIP implementation.</p> <p><b>Completed Activity:</b> SSIP Core Team reviews data on SSIP School decisions regarding implementation, as well as need for course correction and supports. Stakeholders provide input on implementation shifts and considerations for overall SSIP implementation.</p> <p><b>Date Completed:</b> June 2017 through June 2018</p>

**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.

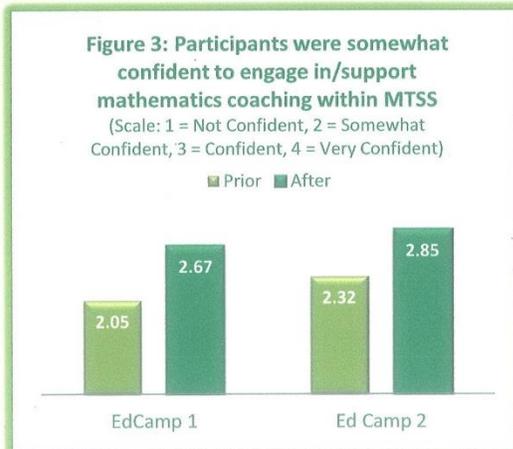
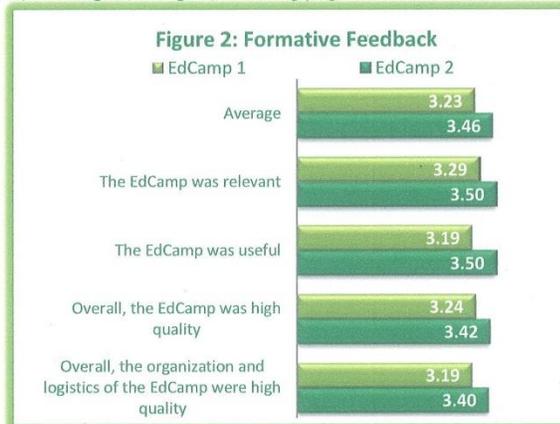
## Appendix E – Mathematics Professional Learning Survey Data

### Mathematics Coaching with a Multi-Tiered System of Supports EdCamp #2 Evaluation Summary – January 27, 2017

**Purpose:**

The VT K-12 MTSS Mathematics component of the Vermont SPDG conducted a second EdCamp on January 27, 2017 that focused on “Mathematics Coaching with a Multi-Tiered System of Supports: Collaborative Learning and Collegial Networking.” The session focused on math coaching within an MTSS framework, specifically to help participants extend their knowledge of topics that are relevant to their needs, develop and strengthen their coaching and leadership capacity in mathematics, explore strategies for engaging all learners in universal instruction, and network with other leaders, teachers, and coaches in Vermont. Twenty-six of the 30 participants (87%) completed the online evaluation form for the second EdCamp.

Figures 1 and 2 Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree



**Summary:**

Participants at the second EdCamp generally agreed that the training objectives were met (see Figure 1), with an average score of 3.14, on a four-point scale. Participants agreed to strongly agree that their learning needs were addressed, with an average rating of 3.46 (Figure 2). The highest rated items were for the relevance and usefulness of the EdCamp.

Participants reported increased confidence to support mathematics coaching within a MTSS framework, from prior (2.32) to after (2.85) the training. This suggests participants were more confident in supporting mathematics coaching as a result of the training (see Figure 3).

A sample of qualitative data are included below. The full set of data are included in the accompanying evaluation report.

**What was the most beneficial feature(s) of Math Coaching EdCamp?**

“The data discussion was very helpful. Seeing what others do gave me some new ideas.”  
“Topics were relevant.”

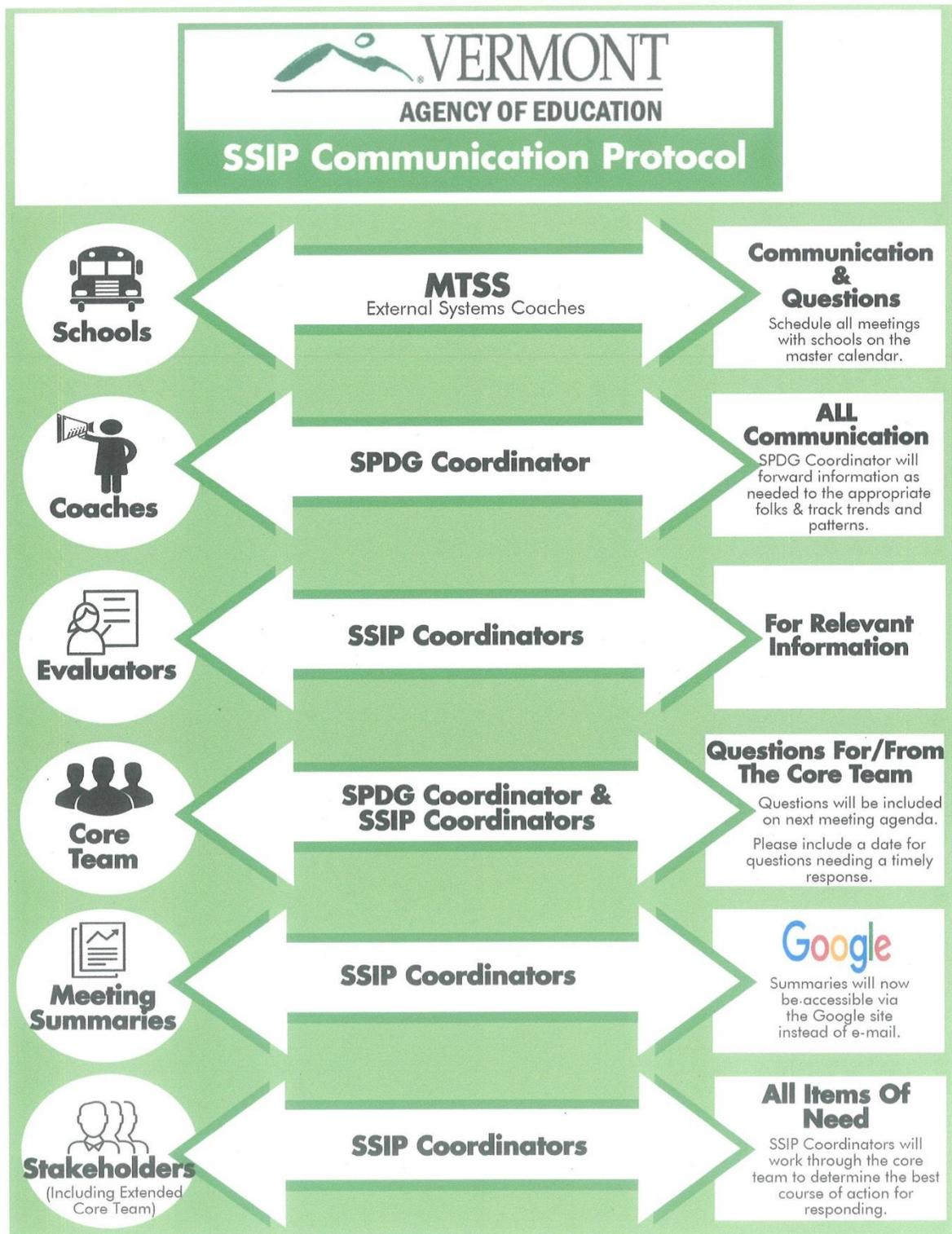
February 20, 2017

Pacific Institute for Research & Evaluation  
bgarrett@pire.org

**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.

**Appendix F – Communication Protocol**



**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.

---

## **Appendix G – Demographics for Cohort 1 Schools**

There are three schools in Cohort 1 representing both the northern and southern geographic areas of the state. In addition, they range in size from small to medium to large student enrollment which provides the Core Team with greater opportunities to examine necessary strategies for scale-up and statewide sustainability.

### **Newport Town School**

North Country Supervisory Union

Principal: Wendy Wood

Special Education Administrators: Leanne Desjardins and Richard Smith

MTSS External Systems Coach: Lisa Lovelette

Student with Disabilities: 11

Enrollment [K – 6]: 107

### **Lyndon Town School**

Caledonia North Supervisory Union

Principal: Amy Gale

Special Education Administrator: Brian Carroll

MTSS External Systems Coach: Lisa Lovelette

Student with Disabilities: 25

Enrollment [PK – 8]: 472

### **Green Street School**

Windham Southeast Supervisory Union

Principal: Mark Speno

Special Education Administrator: Marisa Duncan-Holley

MTSS External Systems Coach: Judi Maynard

Student with Disabilities: 12

Enrollment [K – 6]: 224

**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.

---

## **Appendix H – Representation in Stakeholder Groups**

Barre City Elementary & Middle School  
Bristol Elementary School  
Brookfield Elementary School  
Building Bright Futures  
Caledonia North Supervisory Union  
Center on Disability & Community Inclusion  
Children Youth and Family Services  
Chittenden Central Supervisory Union  
Chittenden South Supervisory Union  
IDEA Data Center (IDC)  
Lamoille North Supervisory Union  
National Center for Systemic Improvement (NCSI)  
National Technical Assistance Providers  
North Country Supervisory Union  
Orange North Supervisory Union  
Orange Southwest Supervisory Union  
Orleans Central Supervisory Union  
Rutland Central Supervisory Union  
School-wide Integrated Framework for Transformation (SWIFT)  
St. Michael's College  
University of New Hampshire Institute on Disability  
Vermont Agency of Education  
Vermont Association of School Psychologists  
Vermont Council of Special Education Administrators  
Vermont Family Network  
Vermont Positive Interventions and Supports (PBIS)  
Vermont Special Education Advisory Council  
Vermont Superintendents Association  
Windham South Supervisory Union  
Windsor Central Supervisory Union  
Winooski School District