

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 stages¹ 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 drivers² 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.*³

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.

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

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

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- Fidelity⁴ – 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

⁴ 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.

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Table 1: Site Selection

Exploration	Installation	Implementation	Sustainability
<p>Proposed Activity: AOE invites schools to participate in SSIP.</p> <p>Completed Activity: SSIP Pilot Schools were selected from SPDG schools who were:</p> <ul style="list-style-type: none"> committed to achieving fidelity of practice using the MTSS framework; implementing PBIS with fidelity; and there were 4 or more students with ED enrolled in grades 3, 4, and 5. <p>Date Completed: May-June 2016</p>	<p>Proposed Activity: AOE developed Agreement of Responsibility (AoR) for Districts who had schools participating in SSIP.</p> <p>Completed Activity: 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>Date Completed: May-June 2016</p>	<p>Proposed Activity: Activities in the AoR included training opportunities that would be funded by IDEA-B money through the AOE.</p> <p>Completed Activity: 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>Date Completed: Day 1 - October 4, 2016 Day 2 - June 7, 2017</p>	<p>Proposed Activity: AOE monitors for implementation fidelity throughout SY2017-2018.</p> <p>Completed Activity: Core Team reviews AoR for relevance and revises as needed for improved collaboration as the AOE begins scale-up activities.</p> <p>Date Completed: Every 6-9 months starting June 2017</p>

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Table 1: Site Selection

Exploration	Installation	Implementation	Sustainability
<p>Proposed Activity: Cohort 2 schools will be chosen for SSIP scale-up.</p> <p>Completed Activity: Cohort 2 schools will be invited from within the District or Supervisory Union of Cohort 1 and/or from other SPDG schools.</p> <p>Date Completed: Spring 2018</p>	<p>Proposed Activity: SSIP Schools and AOE will provide scale-up support for schools in Cohort 2.</p> <p>Completed Activity: Cohort 1 SSIP schools will help with scale-up as part of the original AoR.</p> <p>Date Completed: SY2018-2019</p>	<p>Proposed Activity: After one year, Cohort 2 schools will be ready to support scale-up along with Cohort 1.</p> <p>Completed Activity: SSIP schools will participate in networking opportunities and AOE sponsored trainings in preparation for supporting Cohort 3.</p> <p>Date Completed: SY2018-2019</p>	<p>Proposed Activity: AOE monitors for implementation fidelity throughout Cohorts 1 and 2.</p> <p>Completed Activity: 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 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>Date Completed: SY2018-2019</p>

Table 2: Training

Exploration	Installation	Implementation	Sustainability
<p>Proposed Activity: Provide orientation to SSIP Pilot Schools who have signed the AoR.</p> <p>Completed Activity: AOE visited each school during a regularly scheduled</p>	<p>Proposed Activity: 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>Proposed Activity: Support SSIP school participation and continue to implement MTSS/PBIS/SPDG practices.</p>	<p>Proposed Activity: Develop master calendar of professional learning opportunities vetted for SSIP Schools, so that opportunities are available throughout the school year without</p>

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Table 2: Training

Exploration	Installation	Implementation	Sustainability
<p>staff meeting to introduce the SSIP project to the entire school and answer questions from building staff.</p> <p>Date Completed: September 2016</p>	<p>Completed Activity: AOE, in conjunction with NCSI and IDC TA providers, held day-long networking opportunities for SSIP schools. The SSIP 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>Date Completed: October 2016</p>	<p>Completed Activity: Principal interviews and meetings with MTSS External coaches revealed that each participating school was at a different starting point with the SSIP work. Two schools were already prepared to provide the necessary data, while the third realized through this process that they needed to step back and develop a continuous improvement plan before being able to move forward with any SSIP work.</p> <p>Date Completed: Winter/Spring 2017</p>	<p>overburdening schools during limited time periods.</p> <p>Completed Activity: 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 calendar is also accessible to the Core Team for planning purposes to balance distribution of opportunities throughout the entire school year.</p> <p>Date Completed: December 2016-January 2017 On-going updates for SY2017-2018</p>
<p>Proposed Activity: 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>Completed Activity: 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>Proposed Activity: Math PL vendor to provide face-to-face training and an additional 6 hours of local technical assistance (TA) to SSIP Schools.</p> <p>Completed Activity: 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>Proposed Activity: SSIP School staff bring professional learning into the classroom at the local level.</p> <p>Completed Activity: 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>Date Completed:</p>	<p>Proposed Activity: SSIP Schools continue to use EBP in math pedagogy at the building level.</p> <p>Completed Activity: Math vendor provides individualized TA to SSIP schools and teaching practices are revised to improve student outcomes.</p> <p>Date Completed:</p>

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Table 2: Training			
Exploration	Installation	Implementation	Sustainability
<p>Date Completed: November 2016</p>	<p>Date Completed: Face-to-Face trainings held on December 2016, January 2017, and March 2017</p>	<p>April – June 2017</p>	<p>Local technical assistance provided by vendor March – June 2017.</p>
<p>Proposed Activity: Provide professional learning and support for developing trauma-informed school communities within a Multi-tiered System of Supports (MTSS) framework.</p> <p>Completed Activity: Vendor selection has begun with an RFP posting for the work and subsequent processing through AOE contracting procedures.</p> <p>Date Completed: RFP posted March 2017 Estimated contract May/June 2017</p>	<p>Proposed Activity: Vendor will evaluate SSIP 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>Completed Activity: Trauma instruction will include face-to-face learning, webinars, and four hours of individualized TA per SSIP School.</p> <p>Date Completed: Baseline Survey May-June 2017 Face-to-Face Training October 2017 Technical Assistance November 2017 – April 2018</p>	<p>Proposed Activity: SSIP School staff implement new trauma-informed knowledge into their classroom practices.</p> <p>Completed Activity: Analyze various models of “trauma-informed schools,” and develop and implement an action plan for each school in order to differentiate instruction and support for all students.</p> <p>Date Completed: SY2017-2018</p>	<p>Proposed Activity: SSIP school staff align trauma-informed knowledge into their MTSS framework of policies and procedures.</p> <p>Completed Activity: Vendor facilitates an interactive webinar that focuses on a review of each school’s successes, developing expertise, current needs, and next steps.</p> <p>Date Completed: May 2018</p>
<p>Proposed Activity: Provide professional learning and support related to family engagement for schools and supervisory unions involved in the SSIP work.</p>	<p>Proposed Activity: 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</p>	<p>Proposed Activity: Schools will use new knowledge around family engagement strategies to strengthen collective understanding of the role of families in the education of students with disabilities.</p>	<p>Proposed Activity: Development of partnerships between schools and families and the building of a comfortable and safe culture for</p>

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Table 2: Training

Exploration	Installation	Implementation	Sustainability
<p>Completed Activity: Vendor selection has begun with an RFP posting for the work and subsequent processing through AOE contracting procedures.</p> <p>Date Completed: RFP posted March 2017 Estimated contract April/May 2017</p>	<p>purpose and benefits of interventions offered through the school's MTSS.</p> <p>Completed Activity: 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>Date Completed: Three separate trainings at each SSIP school to be completed between April 2017 and June 2018</p>	<p>Completed Activity: 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>Date Completed: SY2017-2018</p>	<p>parents/guardians of students with disabilities.</p> <p>Completed Activity: Family Engagement vendor will help SSIP 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>Date Completed: SY2017-2018</p>
<p>Proposed Activity: Support effective implementation of Universal Design for Learning (UDL) in SSIP Schools.</p> <p>Completed Activity: Through SPDG, supplemented with IDEA-B funding, the AOE will continue to provide professional learning opportunities for teacher leaders, coaches and administrators in SSIP schools.</p> <p>Date Completed:</p>	<p>Proposed Activity: UDL vendor to continue with training and local TA to SSIP Schools and their Supervisory Unions.</p> <p>Completed Activity: UDL vendor provides instruction and training SSIP schools on EBP teaching practices, Growth Mindset, as well as coaching strategies.</p> <p>Date Completed:</p>	<p>Proposed Activity: SSIP School staff bring professional learning into the classroom at the local level.</p> <p>Completed Activity: With the support of school-based coaches and the UDL vendor, SSIP School staff implement new learning at the classroom level.</p> <p>Date Completed: SY2017-2018 and SY2018-2019</p>	<p>Proposed Activity: SSIP Schools continue to implement UDL practices at the building level.</p> <p>Completed Activity: UDL vendor provides support to SSIP schools and teaching practices are revised to improve student outcomes.</p> <p>Date Completed: SY2017-2018 and SY2018-2019</p>

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Table 2: Training			
Exploration	Installation	Implementation	Sustainability
Fall 2016	SY2017-2018 and SY2018-2019		

Table 3: Coaching			
Exploration	Installation	Implementation	Sustainability
<p>Proposed Activity: Utilize MTSS external systems coaches to support SSIP activities.</p> <p>Completed Activity: SSIP Core Team and SPDG director formalized the involvement of external systems coaches by defining roles and responsibilities.</p> <p>Date Completed: August 2016</p>	<p>Proposed Activity: SSIP Core Team and SPDG Director work with external systems coaches around expectations.</p> <p>Completed Activity: Communication protocols were developed to support external systems coaches as they prioritized their school's needs.</p> <p>Date Completed: Fall 2016</p>	<p>Proposed Activity: Communication between Core Team and external systems coaches will improve quality of support provided to SSIP schools.</p> <p>Completed Activity: Regular collaborative meetings between the Core Team and Coaches are scheduled for collaboration around supporting SSIP School leadership teams.</p> <p>Date Completed: January, April and May 2017 SY2017-2018</p>	<p>Proposed Activity: Based on input from SSIP schools and Core Team observations, EEC and AOE will need to develop methodologies for coaching to be implemented with fidelity.</p> <p>Completed Activity: A systematic approach to coaching with fidelity will be developed and implemented at SSIP schools. This will be reviewed and revised as appropriate.</p> <p>Date Completed: SY2017-2018</p>
<p>Proposed Activity: SSIP Core Team aligns use of coaches in SSIP schools with existing statewide initiatives.</p> <p>Completed Activity: SSIP Core Team gathers data regarding coaching resources for SSIP schools at the local level.</p>	<p>Proposed Activity: SSIP Core Team develops method for tracking coaching interventions in SSIP schools.</p> <p>Completed Activity: Based on the Coaching Inventory Discussion Tool provided by SISEP and the OSEP</p>	<p>Proposed Activity: Coaching interventions are implemented with fidelity at the local level.</p> <p>Completed Activity: EEC and AOE collect and analyze data regarding the effective use of</p>	<p>Proposed Activity: Scale-up of coaching interventions can be implemented with fidelity.</p> <p>Completed Activity: Based on review of data collected, EEC and AOE will need to review and revise methodologies for scale-up of</p>

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Table 3: Coaching			
Exploration	Installation	Implementation	Sustainability
<p>Date Completed: SY2016-2017</p>	<p>Center on PBIS, the SSIP Core team develops methodologies for tracking coaching resources in SSIP Schools.</p> <p>Date Completed: SY2017-2018</p>	<p>coaching (math, PBIS, external systems, etc.) in SSIP schools.</p> <p>Date Completed: SY2017-2018</p>	<p>coaching interventions implemented with fidelity.</p> <p>Date Completed: SY2017-2018</p>

Table 4: Communications			
Exploration	Installation	Implementation	Sustainability
<p>Proposed Activity: Establish regular communication for all participants involved with the SSIP work.</p> <p>Completed Activity: The Core Team uses email, phone calls, newsletters and meeting minutes to communicate with all involved in the SSIP work.</p> <p>Date Completed: March 2016 – January 2017</p>	<p>Proposed Activity: AOE develops a communication plan to reduce the type and volume of communication for maximum utilization of resources.</p> <p>Completed Activity: The original communication plan was a cumbersome and an inefficient use of 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>Date Completed: January 2017</p>	<p>Proposed Activity: Communication is strategic and efficient for all SSIP participants.</p> <p>Completed Activity: The Core Team revised the original communication plan to include a linear approach for providing information to the SSIP schools and other stakeholders.</p> <p>Date Completed: SY2016-2017</p>	<p>Proposed Activity: Strategic use of an efficient feedback loop(s) improves communication for all participants.</p> <p>Completed Activity: The communication plan is reviewed and streamlined to ensure that all participants receive timely and appropriate communication, and that there is a mechanism for communication to become a feedback loop (not one-way).</p> <p>Date Completed: June 2017 - SY2017-2018</p>

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Table 4: Communications

Exploration	Installation	Implementation	Sustainability
<p>Proposed Activity: 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>Completed Activity: The AOE developed folders in Google drive for use by the SSIP schools and separate ones for the SSIP core team to use.</p> <p>Date Completed: April 2016 – January 2017</p>	<p>Proposed Activity: Provide training on use of Google as the communication tool for all involved in the SSIP work.</p> <p>Completed Activity: After the initial confusion around use of shared documents in Google drive, the AOE designed two Google sites (one for the SSIP Schools and one for the SSIP Core Team). Individualized training was provided to the SSIP Core Team, Coaches, Evaluators and SSIP School leadership teams.</p> <p>Date Completed: January 2017</p>	<p>Proposed Activity: All participants in the SSIP work use Google sites for communication purposes.</p> <p>Completed Activity: 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>Date Completed: Winter 2017</p>	<p>Proposed Activity: AOE further develops Google Sites as needed for stakeholders and publishing SSIP related materials.</p> <p>Completed Activity: Based on stakeholder and SSIP Schools input, Google sites continue to be developed as needs arise for scale-up.</p> <p>Date Completed: SY2017-2018 SY2018-2019</p>

Table 5: Systemic Supports

Exploration	Installation	Implementation	Sustainability
<p>Proposed Activity: Current infrastructure and capacity is reviewed for SSIP work at the state and local levels.</p> <p>Completed Activity: SSIP Core Team requires external support from</p>	<p>Proposed Activity: SSIP Core Team begins to incorporate implementation science strategies</p> <p>Completed Activity: AOE and SSIP Core Team are provided with training and</p>	<p>Proposed Activity: Infrastructure revisions are based on data collection and implementation science strategies.</p>	<p>Proposed Activity: Sustainable infrastructure development must be based on implementation stages and drivers.</p>

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Table 5: Systemic Supports

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

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Table 5: Systemic Supports			
Exploration	Installation	Implementation	Sustainability
<p>infrastructure development and improved student outcomes.</p> <p>Completed Activity: Representatives from the AOE IDEA Part B Team and the CIS Part C team meet regularly to discuss supporting students with social and emotional needs.</p> <p>Date Completed: August 2016, October 2016 January 2017, March 2017</p>	<p>maximum use of resources and data collection.</p> <p>Completed Activity: SSIP Core Team begins review of areas where collaboration can occur and makes initial inquiries as appropriate.</p> <p>Date Completed: March 2017</p>	<p>agencies will maximize resources for improved student outcomes.</p> <p>Completed Activity: 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>Date Completed: SY2017-2018</p>	<p>agencies continues to be reviewed and revised as SSIP begins scale-up for Cohort 2.</p> <p>Completed Activity: SSIP work is aligned with the Vermont ESSA State Plan, SPDG, and local level initiatives wherever possible.</p> <p>Date Completed: SY2017-2018 SY2018-2019</p>

Table 6: Stakeholder Engagement			
Exploration	Installation	Implementation	Sustainability
<p>Proposed Activity: Stakeholder input is imperative to the success of the SSIP work in Vermont.</p> <p>Completed Activity: AOE invites stakeholders with various interests in supporting students with disabilities as participants in the first meeting to discuss and provide input for the development of the evaluation plan.</p> <p>Date Completed: March 2016</p>	<p>Proposed Activity: Regular updates to Stakeholders ensures continued interest in the SSIP work.</p> <p>Completed Activity: AOE holds annual face-to-face meetings for all stakeholders to seek input for continuous improvement of the SSIP work. AOE provides progress updates via semi-annual newsletters to all stakeholder groups.</p> <p>Date Completed:</p>	<p>Proposed Activity: Stakeholder engagement is most successful when communication includes opportunities for dialogue and discussion.</p> <p>Completed Activity: AOE continues to provide multiple modes of communication for all stakeholders.</p> <p>Date Completed: SY2017-2018</p>	<p>Proposed Activity: Stakeholder engagement is sufficient to support scale-up of the SSIP work.</p> <p>Completed Activity: Stakeholders continue to provide input and receive feedback for the on-going SSIP work.</p> <p>Date Completed: SY2017-2018 SY2018-2019</p>

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Table 6: Stakeholder Engagement			
Exploration	Installation	Implementation	Sustainability
	November 2016		
<p>Proposed Activity: Stakeholders are defined as one large group with common, but distinct interests who support and provide input into the SSIP.</p> <p>Completed Activity: Stakeholders are invited to annual stakeholders meeting. SSIP Core Team provides progress updates to stakeholders at these meetings.</p> <p>Date Completed: March 2016 November 2016</p>	<p>Proposed Activity: 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>Completed Activity: 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>Date Completed: December 2016</p>	<p>Proposed Activity: Stakeholder groups are further reviewed and redefined based on infrastructure development and capacity building continues.</p> <p>Completed Activity: Stakeholders roles are reviewed and now include members of SSIP Schools, Core Team, Extended Team, Outside Agencies, and the original larger stakeholder group.</p> <p>Date Completed: February 2017</p>	<p>Proposed Activity: Stakeholder groups continue to be reviewed and redefined as needed.</p> <p>Completed Activity: The process for scale-up activities will be considered when redefining stakeholder groups.</p> <p>Date Completed: SY2017-2018 SY2017-2019</p>

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Table 7: Evaluation and Progress Monitoring

Exploration	Installation	Implementation	Sustainability
<p>Proposed Activity: 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>Completed Activity: Contracted with external evaluator (Evergreen Evaluators - EEC) in May 2016 to develop Vermont's SSIP evaluation plan and related documentation.</p> <p>Date Completed: August 2016</p>	<p>Proposed Activity: EEC develops a comprehensive evaluation plan and a data collection document for Year 1 of implementation.</p> <p>Completed Activity: EEC revised the Theory of Action and developed both a Logic Model and Evaluation Plan that met the needs of the Vermont's SSIP work. This work was accomplished with input from stakeholders and AOE.</p> <p>Date Completed: August – September 2016</p>	<p>Proposed Activity: Gather data from SSIP schools during Year 1 of implementation to calculate a baseline.</p> <p>Completed Activity: 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>Date Completed: Fall 2016</p>	<p>Proposed Activity: Review Data Collection Schedule and revise as needed for Year 2 of implementation.</p> <p>Completed Activity: 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 SSIP schools in June 2017, and on-going feedback from stakeholders, the Core Team will review and revise evaluation documents for SY2017-2018</p> <p>Date Completed: May 2017 through August 2018</p>
<p>Proposed Activity: Based on Data Collection Schedule developed in Year 1, EEC will collect, analyze, and report results on a regular basis.</p> <p>Completed Activity: EEC developed protocols for collecting data from SSIP school teams, stakeholders, SSIP school administrators, and SSIP project staff. EEC also discussed</p>	<p>Proposed Activity: EEC collects data from key SSIP participants and AOE staff using protocols developed and established regular data sharing with PBiS staff and SPDG evaluator.</p> <p>Completed Activity: EEC collected data from SSIP school teams, stakeholders, and SSIP school administrators. EEC</p>	<p>Proposed Activity: EEC and AOE establish regular reporting schedule to review results of data collection and analysis and make decisions about implementation.</p> <p>Completed Activity: EEC reported results of SSIP school team surveys, stakeholder survey, and SSIP school administrator interviews with SSIP</p>	<p>Proposed Activity: 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> <p>Completed Activity:</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.

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<p>methods and timing of existing data collections with PBiS staff and SPDG evaluator.</p> <p>Date Completed: November 2016 - January 2017</p>	<p>established data sharing protocols with PBiS staff and SPDG evaluator.</p> <p>Date Completed: January 2017</p>	<p>core team. Based on recommendations and discussions, the need for a communication plan was identified and acted upon by the Core Team.</p> <p>Date Completed: November 2016 - February 2017</p>	<p>Data Collection Plan for Year 2 developed and opportunities for data collection identified and regular reporting timelines established.</p> <p>Date Completed: Year 2 Plan developed - March 2017 Year 2 Data collection SY2017-2018</p>
<p>Proposed Activity: Establish regular schedule for SSIP school leadership teams and SSIP Core Team to review and make decisions based on data collection and analysis.</p> <p>Completed Activity: EEC and SSIP Coordinator identified opportunities for meeting with SSIP school teams and the SSIP Core Team in year 2.</p> <p>Date Completed: March 2017</p>	<p>Proposed Activity: EEC establishes regular times to meet with SSIP school leadership teams and SSIP Core Team regularly to review data and support decisions about implementation progress and outcomes.</p> <p>Completed Activity: EEC meets with SSIP 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>Date Completed: May - September 2017</p>	<p>Proposed Activity: EEC and AOE meet with SSIP school leadership teams and facilitates decision making based on data collection and analysis of results.</p> <p>Completed Activity: SSIP 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 SSIP school teams.</p> <p>Date Completed: September 2017 - June 2018</p>	<p>Proposed Activity: 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>Completed Activity: 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>Date Completed: June 2017 through June 2018</p>