



Missouri Integrated Model Implementation Matrix

School District:	School Building:		School Year: 2011-2012		
Missouri Integrated Model Essential Features	Implementation Level				
	Deep/Sustainable (Consensus and Maintained Across Years)	Full	Partial/Emerging (Creating Infrastructure)	Initial/Preparation (Planning)	Minimal/ None
Shared Vision & Commitment	Full implementation occurring for multiple years and is evident by multiple data sources.	Shared vision for and commitment to implementation of a data-driven school improvement process <i>is evident</i> school-wide, with 80% consensus among instructional staff and administrators.	Shared vision for and commitment to implementation of a data-driven school improvement process is at a level of consensus among instructional staff and administrators <i>is emerging</i> , but not yet reached 80% consensus.	Building leadership team and staff are <i>getting acquainted</i> with school improvement process and implications for full implementation.	Vision and commitment for school improvement <i>does not exist</i> among building leadership.
Leadership		<i>Frequently and consistently</i> , building administrators participate in collaborative meetings with instructional staff to review data and provides leadership for problem-solving needs for support and resources.	<i>When the schedule allows</i> , building administrators participate in collaborative meetings to review data with staff and provides leadership for problem-solving needs for support and resources.	Building administrator has established a collaborative structure for reviewing data and problem-solving, but <i>does not participate</i> in meetings.	Building administrators have <i>not established</i> a collaborative structure for reviewing data and problem-solving.
Collaboration		<i>School-wide</i> , instructional staff and administrators <i>frequently and collaboratively</i> review school improvement and student data in an <i>organized and structured</i> manner.	Collaborative review of school improvement and student data occurs <i>among a few</i> instructional staff and administrators and <i>is working to improve organization and structure</i> .	Opportunities to collaboratively review school improvement and student data <i>are being initiated</i> , but not yet systemized as an expected role for teachers and administrators.	Collaborative review of data <i>is limited</i> to discussions regarding students with intensive struggles.

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Professional Development	Full implementation occurring for multiple years and is evident by multiple data sources.	Professional development for administrators and instructional staff occurs <u>frequently</u> and is <u>driven by</u> school improvement and student data.	Professional development occurs <u>frequently, but not consistently</u> planned in response to school improvement and student data.	Professional development occurs <u>occasionally</u> and a system for linking it to data identified needs <u>is being established</u> .	Professional development is <u>limited or inconsistent</u> and <u>not linked to data</u> identified needs.
Mentoring & Coaching		Mentoring and coaching <u>frequently and systematically</u> occurs as a mechanism for supporting implementation of new instructional strategies.	Mentoring and coaching occurs <u>among a few staff</u> as a mechanism for supporting implementation of new instructional strategies.	A system for mentoring and coaching <u>is being established and initiated</u> with a few staff.	Mentoring and coaching <u>does not occur</u> and/or steps toward establishing a system has not begun.
Culturally Responsive		<u>Frequently and systematically</u> , student data is reviewed to determine the extent to which core instruction addresses diverse learners.	<u>Occasionally or for subsets of student populations only</u> , student data is reviewed to determine the extent to which core instruction addresses diverse learners.	A system for using student data to evaluate the quality of core instruction <u>is being established</u> .	Student <u>data is not used</u> to evaluate the quality of core instruction and there are <u>limited to no plans</u> to develop a system.
Resource Mapping		<u>Frequently and systematically</u> , school improvement and instructional resource needs are collaboratively identified using data and <u>allocated as is reasonable</u> .	<u>Occasionally and/or not systematically</u> , resource needs are collaboratively identified using data and <u>allocated as is reasonable</u> .	A system for using data to identify resource needs <u>is being established</u> .	Needs for school improvement or instructional resources is identified in an <u>unsystematic manner and not linked to data</u> .

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Family & Community	Full implementation occurring for multiple years and is evident by multiple data sources.	Family and community feedback is <u>frequently and systematically</u> considered in the school improvement process.	Family and community feedback is <u>occasionally and/or not systematically</u> considered in the school improvement process.	A system for seeking and codifying family and community feedback for informing the school improvement process <u>is being established.</u>	Family and community feedback occurs <u>infrequently or not at all.</u>
Evidence-based Practices		<u>School-wide</u> implementation of tiered levels of academic and behavior support is <u>systemized, occurs with fidelity,</u> and is resulting in 80% of students succeeding at the universal level.	Implementation of tiered levels of academic or behavior support occurs <u>partially or among a few teams,</u> and is showing trends toward improving student achievement.	A system of implementing tiered levels of academic and behavior support <u>is being established.</u>	Implementation of tiered levels of academic and behavior support is part of the school improvement process.
Data-based Decision-making		<u>School-wide</u> collaborative data-driven problem solving occurs <u>frequently and systematically.</u>	Collaborative data-driven problem-solving systematically occurs <u>among a few teams.</u>	School-wide, integrated data systems <u>are being developed</u> and staff <u>is learning and practicing</u> strategies for problem-solving with data.	<u>Limited data</u> is available, or it is <u>seldom used</u> to inform school improvement or instructional decisions.
Screening/ Progress Monitoring		Screening data is used to identify at-risk students, progress monitoring is collected, and data are <u>consistently used to make instructional changes school-wide.</u>	Screening data is used to identify at-risk students and progress monitoring is collected; however data are used <u>among a few staff to inform instructional changes.</u>	Screening and progress monitoring data is collected and a system for using the data to inform changes to instructional practices <u>is being established.</u>	School-wide screening occurs less than 3 times annually for all students and <u>no system is in place</u> for progress monitoring.

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Missouri Integrated Model Essential Features	Implementation Evidence			
	Implementation Level <i>After discussing the implementation matrix levels within your team, record the implementation level for each essential feature.</i>	Data Sources & Evidence¹ <i>List the building-level data AND student-level data that informed the level indicated on the matrix.</i>	Action² <i>Describe the work by listing the steps taken and strategies used to move toward full implementation.</i>	Notes for Next Steps³ <i>Record your ideas for logical next steps toward deep and sustainable implementation</i>
Shared Vision & Commitment				
Leadership				
Collaboration				

¹ Building-level data may include MIM self-study, MIM staff survey, MIM team process checklist, or other measures of school-wide implementation such as a SW-PBIS SET). Student level data may include screening, progress monitoring, MAP, other student achievement/progress data.

² Refer to current and prior years of MIM action plans.

³ Next steps should include continuation of strategies because they are working, discontinue of ineffective strategies, modifications of strategies to improve effectiveness, or trying something new.

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Professional Development				
Mentoring & Coaching				
Culturally Responsive				
Resource Mapping				

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Family & Community				
Evidence-based Practices				
Data-based Decision-making				
Screening/ Progress Monitoring				