



Missouri Department of Elementary and Secondary Education

2008-
2009

Missouri Integrated Model (MIM)



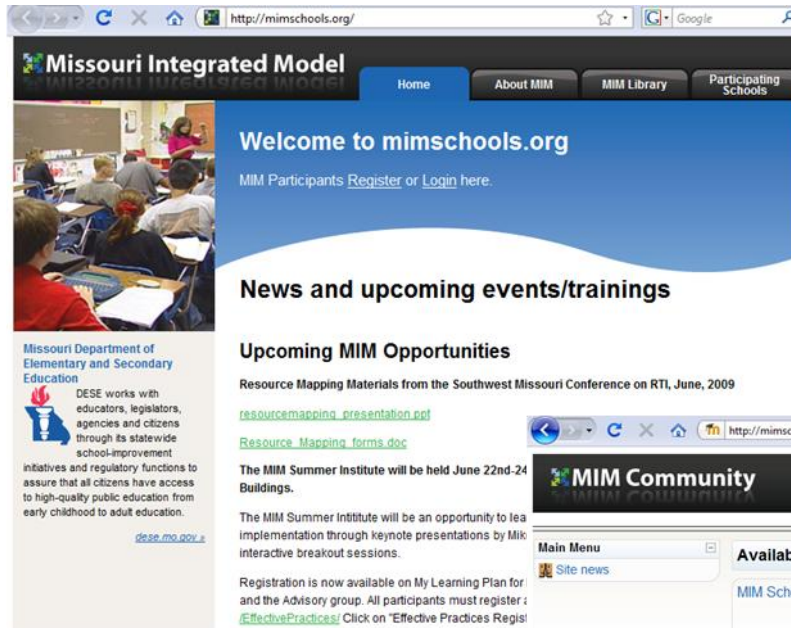
A Collaborative Project



Funds for this project come in part from federal funds awarded as a State Personnel Development Grant to Missouri (no. 84.323A) allowed in Part D of Public Law 108-446, the Individuals with Disabilities Education Act (IDEA), as amended in 2004.

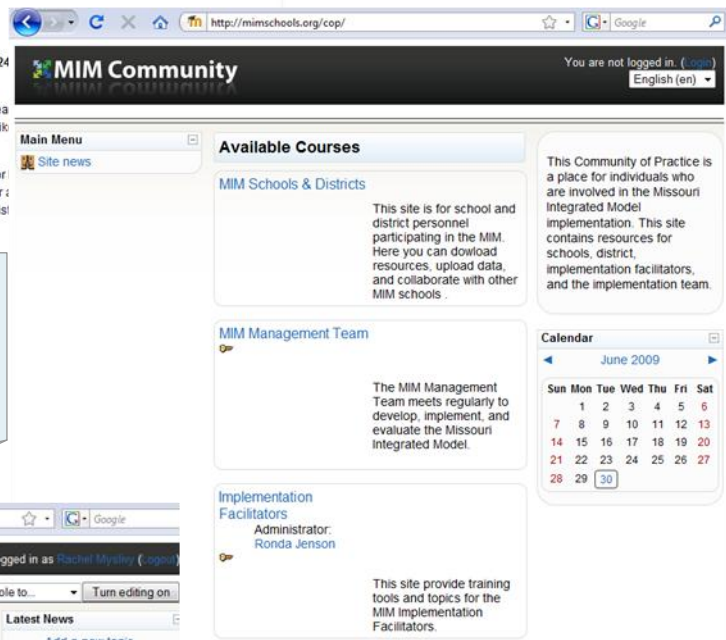
MIMSCHOOLS.ORG

The *Missouri Integrated Model* emphasizes collaboration and the sharing of information across a large group of stakeholders. To facilitate this process www.mimschools.org was launched in the fall of 2008. This website is an effective way to share information about the MIM and to facilitate collaboration among the MIM schools and stakeholders.

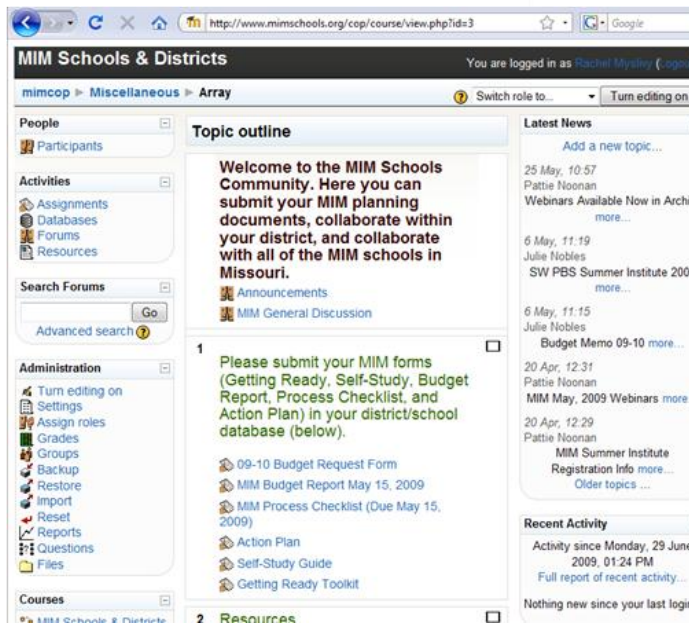


The open-access section of the website provides information from MIM trainings. Schools have a public page to facilitate communication with parents and community members.

MIM participants use online discussion forums to communicate and problem-solve across schools, districts, and the state.



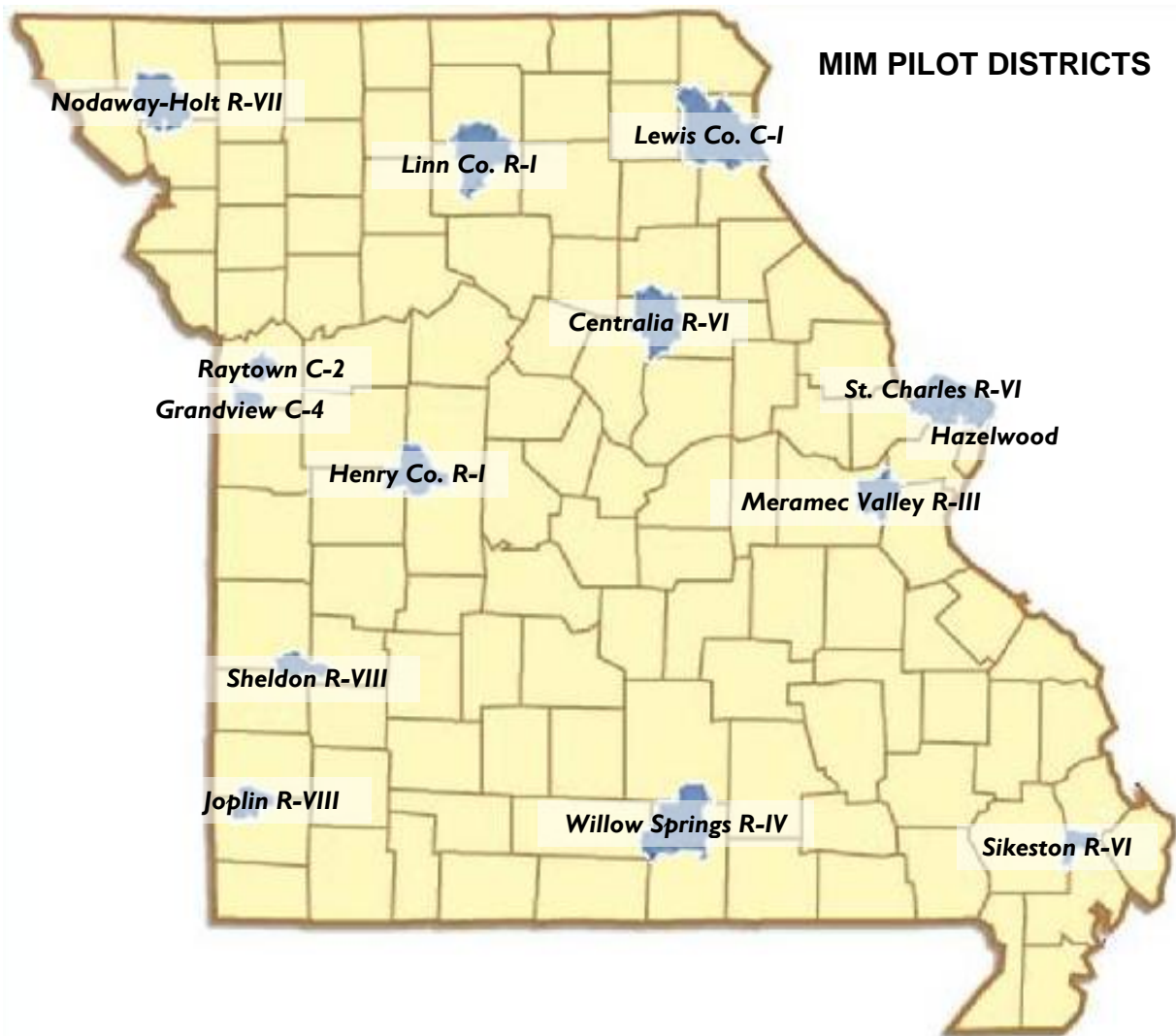
School districts are able to monitor their implementation process and submit evaluation data for rapid formative analysis through the password-protected section of the site. They are also able to access and share resources with other MIM schools.



MISSOURI STATE PERSONNEL DEVELOPMENT GRANT 2008-2009

In 2007 the Missouri Department of Elementary and Secondary Education was awarded a State Personnel Development Grant (SPDG) by the U.S. Office of Special Education Programs. This competitive grant was awarded to Missouri to develop and pilot the *Missouri Integrated Model (MIM)*, an innovative program directed at goals identified by parents, teachers, administrators, state personnel and other stakeholders, including increasing student achievement and transforming school culture.

The MIM draws on the common core components of several research-based initiatives with the goal of creating collaborative and effective schools where parents, community members, and school staff work together in making data-driven decisions to ensure positive social and educational benefit for all students.

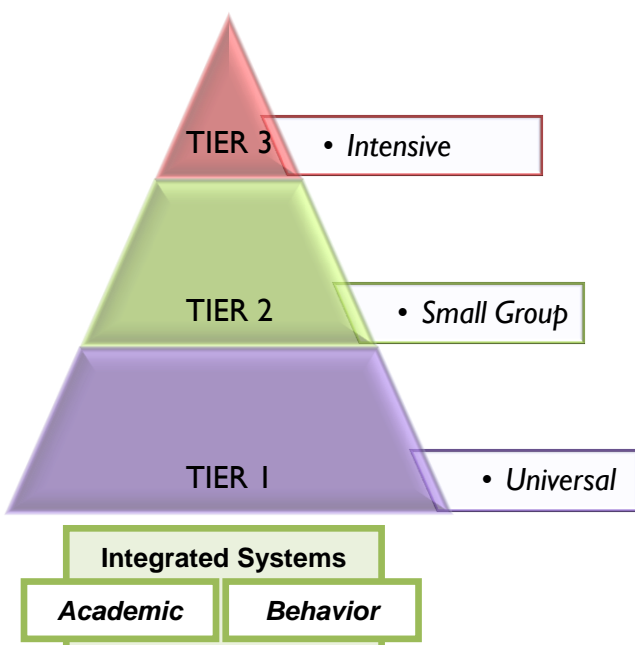


The MIM project will continue through the 2011-2012 school year. It is expected that in the next two years, the MIM will be scaled up to other buildings, including high schools within the 14 pilot districts.

CONCEPTUAL FRAMEWORK

Integrated Three-Tiered Model

Central in the Missouri Integrated Model framework is a focus on supporting academic achievement and successful behavior through tiered levels of support that acknowledge and address diversity in student learning. The Missouri Integrated Model includes a three tiered model which provides a framework for schools to implement supports in both academic and behavioral areas. The intensity of support increases from Tier 1 to Tier 3. Instructional supports change as students respond to the general curriculum and consequently differing levels of support needs. All tiers of support are provided in the context of the general curriculum. Movement between tiers is based on data.



Tier 3: the intensive level, is the core curriculum supplemented by intensive, individualized supports. Individualized interventions and focused academic and behavior progress monitoring are characteristic of Tier 3.

Tier 2: the small group level, is comprised of the core curriculum plus timely, targeted instruction for students needing additional instructional or behavioral supports. School staff identify students in need of Tier 2 support by using data-based decision-making.

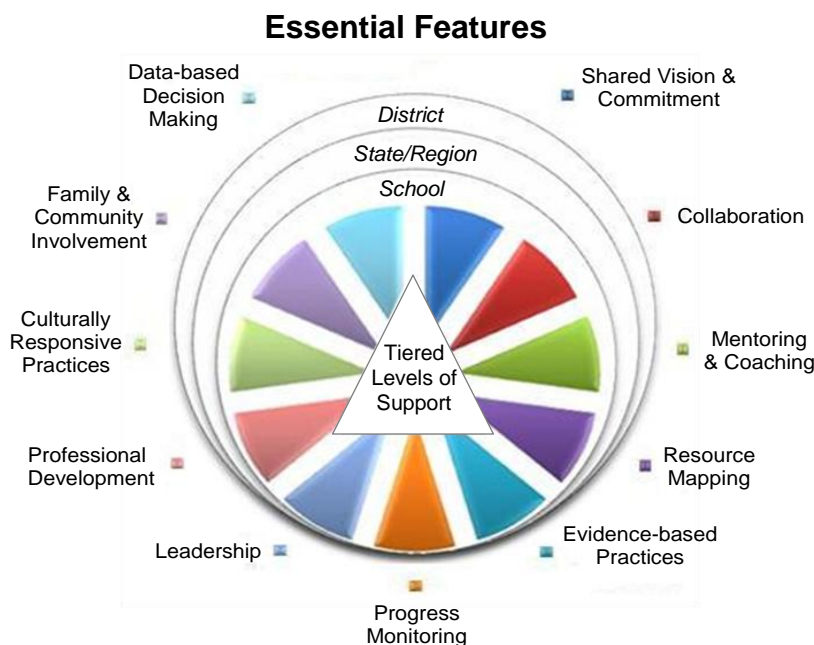
Tier 1: the universal level, is comprised of core, evidence-based academic instruction and behavior support. All students receive Tier 1 instruction.

Essential Features

Eleven common essential features were identified that represent the practices and qualities congruent with effective schools, responsive intervention, and successful system-change efforts. Collectively, the tiered levels of support and the essential features are integrated to form the Missouri Integrated Model.

The **eleven essential features** serve two functions: to *provide a structure for problem solving educational needs, and to help school staff respond more effectively to the educational needs of all students*. These essential features are integrated into the school climate to drive decision-making, support innovation, and support student progress. The Essential Features are described on the following page.

CONCEPTUAL FRAMEWORK



Shared vision and commitment are essential for success and requires effective leadership and collaboration throughout all levels (state, district, and building).

Leadership at the state, regional, district, and building levels must share a vision for and collaborate to support school improvement.

Collaboration supports and encourages continuous discussion-making, reflection, and problem solving around a common goal.

Professional Development is research-based, ongoing, tailored to the needs of participants and integrated within school improvement planning.

Mentoring and Coaching are professional development tools used to teach and support educators during implementation of new techniques or strategies.

Culturally responsive practices are learner-centered practices that take into account all aspects of each student's identity and background.

Resource mapping is a collaborative process used to identify available resources in order to augment current services and avoid duplication of services.

Family and community involvement are included by responsive schools to inform and reinforce school improvement efforts.

Evidence-based practices are supported with empirical evidence of effectiveness using methods that are reproducible and appropriate.

Data-based decision-making involves using data from all available sources (including state, district and classroom-based assessments and evaluations) to drive decisions for educational practices and targeted interventions.

Progress monitoring is a scientifically based practice that is used to assess academic and behavior performance and evaluate the effectiveness of instruction.

PARTICIPATING SCHOOLS AND DISTRICTS

The fourteen MIM pilot districts, selected in 2008, have spent the past year implementing the MIM in pilot schools. The year was a time of intense self-assessment and goal-setting for the nine elementary and five middle schools. In the fall of 2008, each school began its MIM journey by assembling a Leadership Team consisting of key stakeholders, including teachers and administrators from the school. Some sites added district personnel, parents, community members, and representatives from other schools in the district.

Regional Professional Development Center	District	Building	Grade Span
1. Southeast	Sikeston R-6	Sikeston Junior High	7-8
2. Heart of Missouri	Centralia R-VI	Chance Elementary	PK-2
3. Kansas City	Raytown C-2	Eastwood Hills Elementary	K-5
	Grandview C-4	Grandview Middle	6-8
4. Northeast	Linn County R-I	Linn County Elementary Linn County High	PK-8
	Lewis County C-1	Highland Elementary	K-6
5. Northwest	Nodaway-Holt R-VII	Nodaway-Holt Elementary	K-6
6. South Central	Willow Springs R-IV	Willow Springs Elementary	PK-4
	Meramec Valley R-III	Meramec Valley Middle	6-7
7. Southwest	Joplin R-VIII	South Middle	6-8
8. St. Louis	St. Charles R-VI	Harris Elementary	K-4
	Hazelwood	Southeast Middle	6-8
9. Central	Sheldon R-VIII	Sheldon Elementary	PK-6
	Henry County R-I	Windsor Elementary	K-6

Regional Professional Development Center contact information can be found at <http://dese.mo.gov/divteachqual/leadership/rpdc>.

District and Building contact information can be found at <http://MIMschools.org>.

PARTICIPATING SCHOOLS AND DISTRICTS



In September 2008, teams gathered to celebrate the beginning of the MIM process and learn about MIM forms, tools, resources and the timeline, as well as meet their Implementation Facilitator. In January 2009, the same group assembled for the Mid-Year Meeting to discuss their progress with MIM planning and implementation documents. The documents, which Leadership Teams completed with support from

Implementation Facilitators and RPDC staff, included the following: the Getting Ready Toolkit, Self-Study, and Action Plan. The schools' Action Plans required teams to synthesize all the information they had gathered from the other tools in order to develop goals for MIM implementation. The Action Plan directed teams to develop their goals according to the S.M.A.R.T. acronym: effective goals would be specific, measurable, attainable, and results-based, and they would fit within a stated timeline. The SMART goals will streamline schools' efforts as they move toward implementation.

MIM requires that schools embark on a significant systems change process in their buildings. Throughout the 2008-2009 year, the pilot schools responded to the MIM challenges with a host of unique solutions. Challenges that were common to most pilot sites involved two areas: getting ownership from all stakeholders and finding time for collaborative planning. Schools used several strategies to increase buy-in: combining MIM information with a district-wide community visioning meeting, holding MIM Teas to share information with the entire staff, conducting faculty focus groups, and inviting additional staff and parents to leadership team meetings and discussions. Schools responded to challenges related to time and scheduling with a range of solutions: using substitute teachers for half-day leadership team meetings covering particularly time-consuming topics, arranging for meetings before or after school or on Saturdays, and rotating leadership team members in and out of meetings so that other teaching demands (like dismissal) can be covered, and making meetings more efficient (through protocols and agendas, for example). These creative responses to MIM challenges will aid schools as they move into the first full year of implementation in the 2009-2010 school year.



SCHOOL HIGHLIGHTS

CENTRALIA: For Chance Elementary in Centralia, the MIM process “helped our team discover what we really do well and what our needs are.” The team has had positive experiences collaborating with the Regional Professional Development Center in working through MIM documents and helping “our teachers make better use of their common assessment and progress monitoring data.”

GRANDVIEW: At Grandview Middle School, the team structure has evolved with greater collaboration and productivity. The school has a high level of “commitment” on the part of the faculty in embracing and investigating the essential MIM features as the umbrella for their continued work. The staff is embracing the concept that the framework of the three-tiered model will benefit all students and is engaging in ongoing learning by the school community around the essential features.

HAZELWOOD: The staff Southeast Middle School has built on their success with a strong leadership team, the Core Team, by conducting school-wide focus groups and adding an additional, larger group, the Building Level MIM Team. Both of these innovations have helped gain support from the entire school for MIM-related changes. In addition, the Self-Study process helped the team at Southeast more clearly communicate their school’s needs to district administrators.

HENRY COUNTY: Windsor Elementary expanded their initial commitment to MIM by including stakeholders from other schools in the district and from community members. A highlight of the year was a community visioning meeting, in which school staff members, community members, and board of education representatives collaborated to develop a vision for the district. The Henry County team has also developed and disseminated MIM bookmarks and a district glossary for education change. They have found that “using a common language” has helped the district and community develop “common goals.” Henry County’s greatest insight from the year of MIM planning and study was that “we are one district and one community.”

JOPLIN: For the team from Joplin’s South Middle School, “taking stock” of the school’s strengths and areas for improvement was “an enlightening opportunity that has helped us see growth opportunities.” The school built in time for stronger collaboration for all school staff, leadership team training was implemented across the district, and “barriers were broken down by using good meeting strategies.”

LEWIS COUNTY: According to the leadership team from Highland Elementary School in Lewis County, “Working through the MIM process can help us effectively address the areas of improved communication and shared collaboration that the staff surveys and self study both indicated were weak areas for us.” MIM also enabled Lewis County staff to better implement their three-tiered literacy program and plan for three-tiered models in math and behavior. In addition, Lewis County conducted “MIM Teas” where all school staff members learned about the MIM process and contributed ideas.

LINN COUNTY: Linn County’s elementary and middle school have been involved with MIM. The leadership team reported that “the MIM process has been a definite learning experience.” MIM documents helped team members recognize that they needed to collect more data, which they did by creating surveys. With this information, the Linn County staff identified areas that were in need of improvement.

SCHOOL HIGHLIGHTS

MERAMEC VALLEY: Team members from Meramec Valley Middle School reported that they “are seeing successes every day,” especially in terms of better collaboration and data analysis. All staff members are contributing to the conversation about how to “improve teaching and help student learning” and “the conversations are open and honest.” The team is looking forward to the next stages of the MIM process.

NODAWAY-HOLT: At Nodaway-Holt Elementary, the MIM process has enabled team members to research several methods for improving their school, including Response to Intervention, cooperative learning strategies, and instruction for students in poverty. The leadership team has expanded to include representatives from the middle school, high school, the board of education, and the community. The leadership team members praised the knowledge, experience, and support of its Implementation Facilitator, and they are looking forward to the next year of the MIM process.

RAYTOWN: Eastwood Hills Elementary in Raytown reported that “the MIM implementation process has been an overwhelmingly positive experience.” The leadership team has been very successful: team members “work well together and challenge each other at the same time.” The leadership team has also communicated with the larger school community about MIM processes and progress.

SHELDON: The MIM process has helped Sheldon Elementary team members assess the strengths and weaknesses of their school. Along the way, the team has researched and evaluated the merits of Response to Intervention and Positive Behavior Supports. The school also held a community meeting to communicate MIM information to a diverse audience including parents and community members. Finally, leadership team members established a strong working relationship with their Implementation Facilitator, which they described as the “best part of the process.”

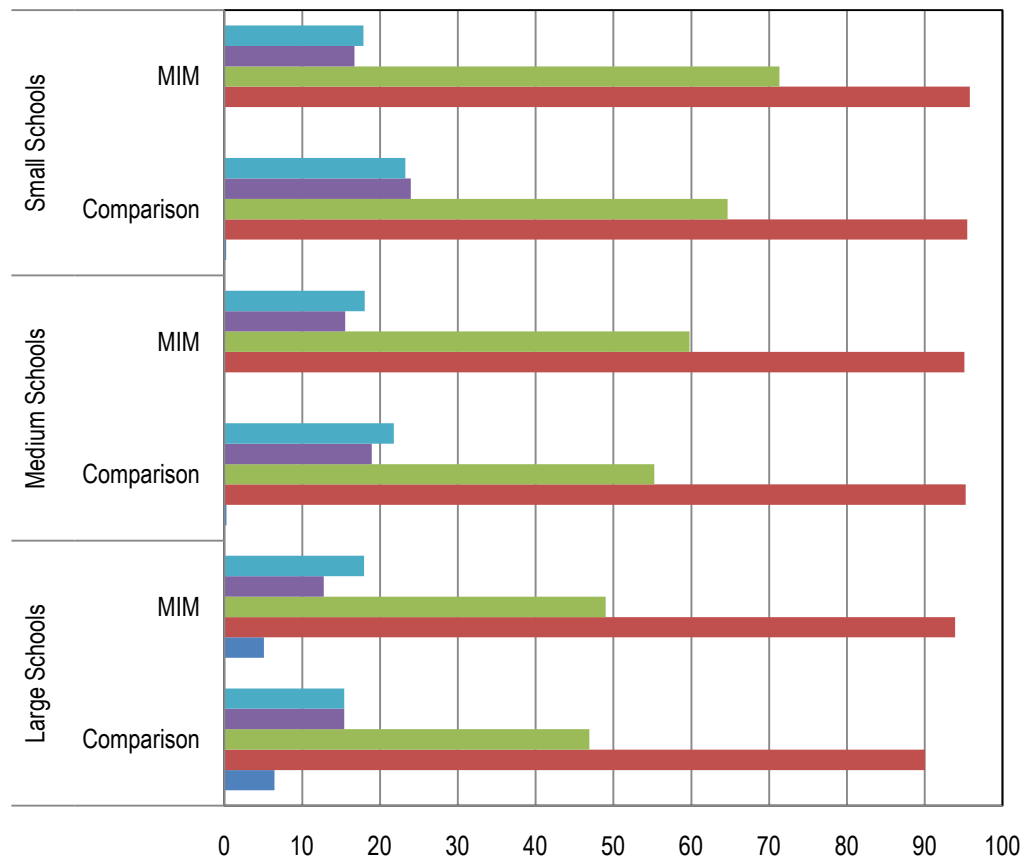
SIKESTON: The leadership team at the 7th and 8th grade building in Sikeston found that the Self-Study process “prompted deep examination and fierce conversations about building practices that allowed each of us a better understanding of the viewpoint of others.” In addition, when the team expanded from five to 12 members, they were able to elicit greater levels of buy-in throughout the school.

ST. CHARLES: Through the MIM process, the team at St. Charles’ Harris Elementary School has developed a systematic approach to progress monitoring by using new monitoring software. This has contributed to “a major increase in the academic performance across all grade levels.” The staff at Harris plan to implement additional monitoring tools for math and behavior in the coming school year.

WILLOW SPRINGS: The Willow Springs Elementary team has communicated about the MIM process with the school community through open leadership team meetings to obtain input and garner further ownership in the MIM process. The team has expanded to include parent and community representation. The school has also benefited from a high level of collaboration with its RPDC; beginning a journey to implementation with integrated and targeted support from the RPDC team.

SCHOOL COMPARISON DATA

For each MIM school, three similar schools across Missouri were selected for data comparison. Variables used to identify the comparison schools included the school grade range, district and school size, percent of students receiving free or reduced lunch, and percent of students of minority status. The following graph shows student academic and behavior performance of the MIM schools and their comparison schools. This baseline data reveals similar scores on all of the indicators among the MIM schools and the comparison schools, illustrating the extent to which MIM schools are representative of Missouri schools. This data will be collected and analyzed annually as a method of monitoring the progress of the MIM implementation.

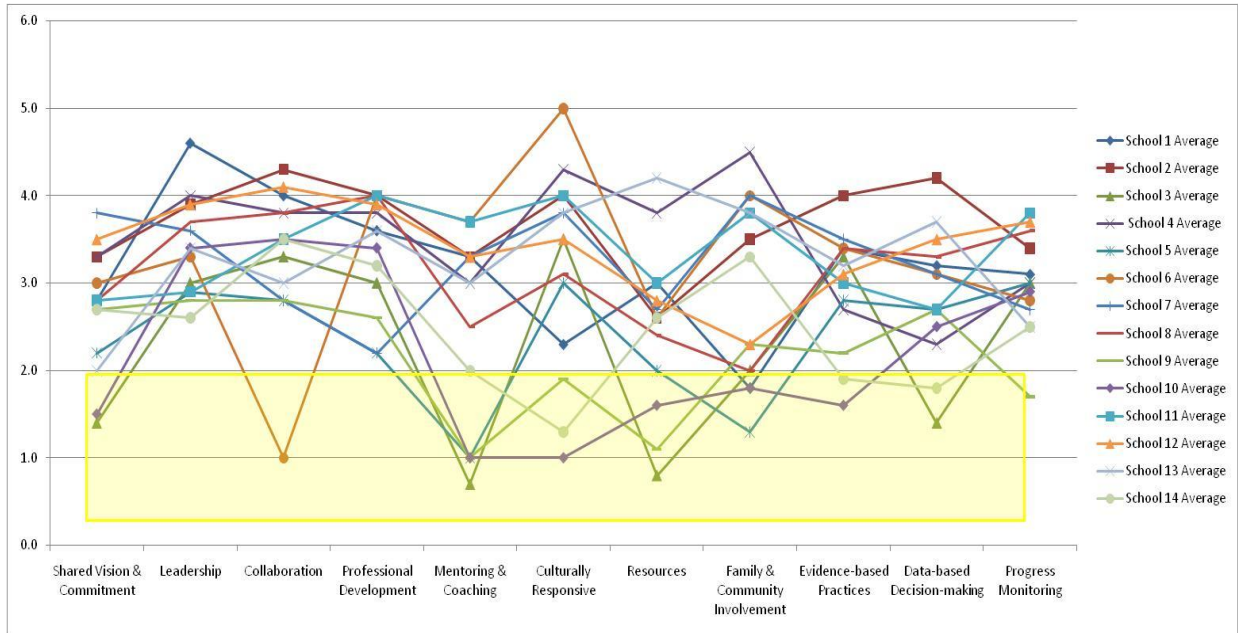


	Large Schools		Medium Schools		Small Schools	
	Comparison	MIM	Comparison	MIM	Comparison	MIM
■ Percent of students with disabilities proficient on MAP* in Math	15.41	17.97	21.78	18.05	23.26	17.87
■ Percent of students with disabilities proficient on MAP* in Reading	15.40	12.78	18.94	15.53	23.97	16.73
■ Percent of students with disabilities in the regular class over 80% of the time	46.90	49.00	55.25	59.75	64.67	71.33
■ Average Attendance Rate	90.04	93.89	95.26	95.08	95.48	95.80
■ Average discipline incidence rate	6.43	5.09	0.28	0.00	0.21	0.00

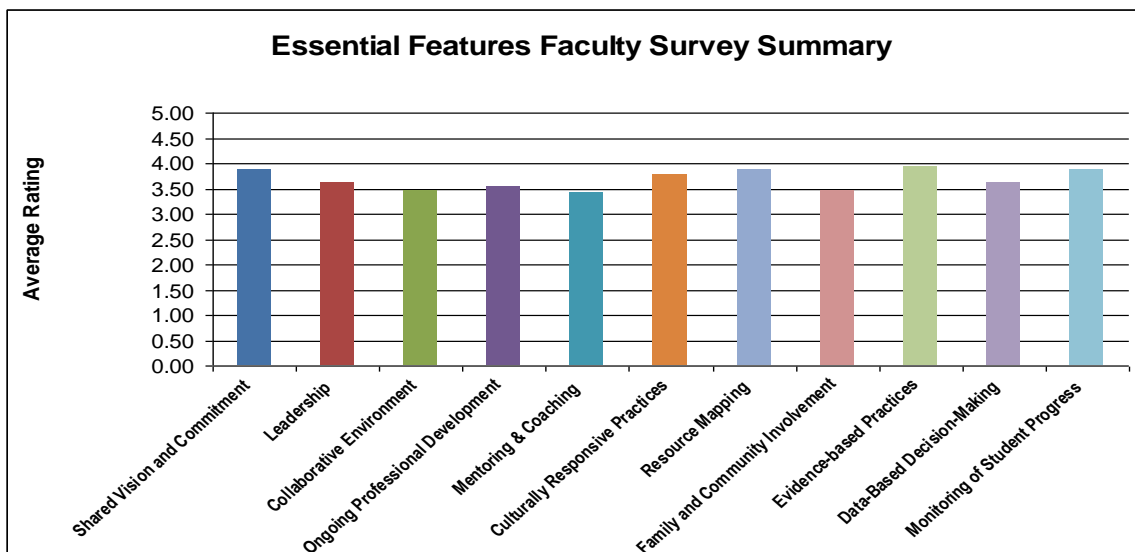
* data includes both Missouri Assessment Program (MAP) and MAP-Alternative (MAP-A)

SELF-STUDY DATA SUMMARY

During the fall of 2008, each of the MIM pilot school districts went through a self-assessment process to identify priorities for their action plans. This collaborative process allowed each district/school team to determine their current status on the eleven essential features. The chart below indicates the summarized results of this self-study. Scores below 2.0, as indicated in yellow, represent areas determined to be of priority.



In addition to the self-study, seven of the MIM pilot schools chose to complete part or all of the *Essential Features Faculty Survey (EFFS)*, an online census survey that captures the perceptions of all school faculty regarding the frequency in which their school adheres to indicators of each essential feature. Scores range from 1 = never to 5 = regularly. The graph below shows the composite scores from the MIM pilot schools that participated.



ADVISORY GROUP & IMPLEMENTATION TEAM

Development and implementation of the Missouri Integrated Model is informed by input from the *MIM Advisory Group*, which meets annually and the *MIM Implementation Team*, which meets 2-3 times per year. The Advisory Group consists of a wide range of education stakeholders throughout the state with the common goal of improving education for all students. Members include teachers, administrators, representatives from parent organizations, staff at the Department of Elementary and Secondary Education (DESE), staff from Regional Professional Development Centers (RPDCs), and consultants with each of the five initiatives that influenced the MIM (Reading First, Professional Learning Communities, Response to Intervention, Positive Behavior Support, and High Schools That Work). During the January 15, 2009 annual MIM Advisory Group meeting, participants learned about pilot school/district progress through a series of presentations, and then provided input into timely critical issues.

The Implementation Team is made up of a subset of individuals from the Advisory Group who have targeted expertise in the components of the Missouri Integrated Model. The implementation team has several purposes. First, they assist in the ongoing development and refinement of the model. Second, they provide guidance and feedback on the model's implementation plan, including the process and timeline for implementation. Finally, they provide guidance for the development of accompanying materials necessary for awareness, training, and professional development related to the MIM. There are 55 members of the Implementation Team who met in Jefferson City on May 28, 2008, and again on August 12, 2008, to refine the MIM process and problem-solve barriers to implementation. Members of the Implementation Team are also included in all MIM professional development activities (MIM Kickoff Meeting, MIM Mid-year Meeting, MIM Summer Institute, MIM-Sponsored Webinars).



MIM Implementation Team attends Smoke and Mirrors: The Basics of Evaluation and LOGIC Models in May, 2008.

IMPLEMENTATION FACILITATORS

Mary Dell Black, Ed.D.

blackmd@umkc.edu



Bobbie Brennan, Ed.D.

Brennanra@umkc.edu

Ben Franklin, M.S.

franklincb@umkc.edu



Meg Sneed, M.S.

sneedm@umkc.edu

Sarah Spence, Ed.D.

spences@umkc.edu



Implementation Facilitators (IFs) are key resources for the implementation of MIM at the school level. Specific IF responsibilities include supporting the pilot schools in conducting their self-study and action plans, providing guidance to school staff throughout the implementation process, and communicating information among the DESE, RPDC, and school-based personnel. The IFs have worked tirelessly to communicate up-to-date information to school teams and to guide those teams through the MIM self-assessment and goal setting process.

The five Implementation Facilitators bring a wealth of experience to their roles. All have at least 30 years of professional experience, have advanced education degrees, and have experience as teachers and as administrators (including roles as superintendents, principals, special education coordinators, and RPDC staff). They draw on that experience to problem-solve with school teams and develop strategies for effective implementation that fit the unique conditions at each school. Furthermore, the five IFs collaborate with each other and with other MIM stakeholders during meetings and online. This collaboration ensures that, first, successful strategies from one pilot school can benefit all pilot schools, and second, feedback from pilot schools can be brought to the MIM management team to help refine the model. Each Implementation Facilitator works with two to five pilot schools and participates in the Management Team, Implementation Team and Advisory Group.

MANAGEMENT TEAM

Pam Williams

Coordinator of Services
SPDG Project Director
Department of Elementary & Secondary
Education
573-751-2965
pam.williams@dese.mo.gov

Julia LePage

Director
Effective Practices
Department of Elementary & Secondary
Education
(573) 751-0625
julia.lepage@dese.mo.gov



Martha Leader

Supervisor, Special Education Effective Practices
Department of Elementary & Secondary Education
(573) 751-2512
Martha.Leader@dese.mo.gov

Mary Ann Burns

Director, School Improvement Initiatives
Department of Elementary & Secondary Education
573-751-2332
maryann.burns@dese.mo.gov

Dennis D. Harden, Ed.D.

Coordinator, Career Education
Department of Elementary & Secondary Education
573-751-3500
dennis.harden@dese.mo.gov

Sharon Hoge, Ph.D.

Director, Curriculum and Literacy Services
Department of Elementary & Secondary Education
573- 526-4900
sharon.hoge@dese.mo.gov

Cathi Rust

Supervisor, School Improvement, Accountability Data and Accreditation
Department of Elementary & Secondary Education
573-751-2603
catherine.rust@dese.mo.gov

MANAGEMENT TEAM

Doug Sutton

Director, Career Education Initiatives
Dept. of Elementary & Secondary Education
573-751-4192
doug.sutton@dese.mo.gov

Tim Lewis, Ph.D.

Professor, Special Education
Director, MU Center for School-wide Positive Behavior Support
University of Missouri-Columbia
573-882-0561
lewisTJ@missouri.edu

Erica Lembke, Ph.D.

Assistant Professor
University of Missouri-Columbia,
573-882-0434
lembkee@missouri.edu

Ronda Jenson, Ph.D.

Research Consultant,
Missouri Integrated Model
Director of Research
UMKC Institute for Human Development
816-235-6335
jensonr@umkc.edu

Julie Nobles

Research Consultant
UMKC Institute for Human Development
816-235-6383
noblesj@umkc.edu

Amy Gaumer Erickson, Ph.D.

Research Associate
University of Kansas
Department of Special Education
Center for Research on Learning
785- 864-1177
aerickson@ku.edu

Pattie Noonan, Ph.D.

Assistant Research Professor
University of Kansas
Department of Special Education
Center for Research on Learning
785-864-7098
pnoonan@ku.edu



RESOURCES



**Missouri Integrated Model
MIM**

<http://www.mimschools.org>

**Missouri Department of Elementary and Secondary Education
DESE**

<http://dese.mo.gov>

**Federal Office of Special Education Programs
OSEP**

<http://www.ed.gov/about/offices/list/osers/osep/index.html>

Missouri Regional Professional Development Centers

<http://dese.mo.gov/divteachqual/leadership/rpdc/>

Missouri School District Directory

<http://dese.mo.gov/directory/>



Missouri Department of Elementary and Secondary Education

It is the policy of the Missouri Department of Elementary and Secondary Education not to discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs or employment practices as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and Title II of the Americans with Disabilities Act of 1990.

This document was developed by the SPDG evaluators at Research Collaboration of the University of Kansas. Contact Pattie Noonan at (785) 864-0593 or pnoonan@ku.edu with questions about the project evaluation.