



Missouri Integrated Model (MIM)

2009-2010 Data Reporting Requirements



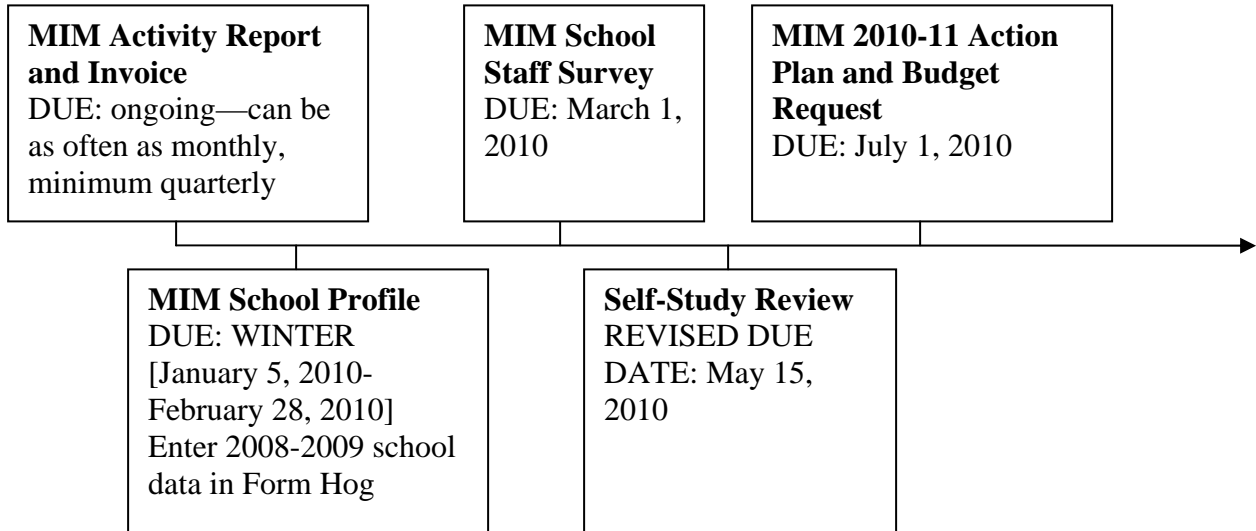
Missouri Department of Elementary and Secondary Education (DESE)

Heidi Atkins Lieberman, Assistant Commissioner, Division of Special Education
Stan Johnson, Assistant Commissioner, Division of School Improvement
Tom Quinn, Assistant Commissioner, Division of Career 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.

2009-2010 MIM Reporting Materials (Revised 12-18-09)

MIM Reporting Materials Timeline



MIM Reporting Materials Overview

- **MIM Activity Report and Invoice.** MIM funding has been updated this year, and will include a new process and template for receiving funds. Invoices can be submitted as often as monthly basis, with a minimum requirement of quarterly submission. Instructions and electronic form are included both in the binder and electronically on a flash drive included in your binder.
- **MIM School Profile in Form Hog** DUE: WINTER [January 5, 2010-February 28, 2010]. This online data repository will allow you to upload data points of behavior, referral and academic performance. Auto-fill, graphing features and data overviews included. Available on Form Hog.
- **MIM School Staff Survey** DUE: March 1, 2010. This short online survey in surveymonkey will capture your staff's perceptions of all 11 essential features. Instructions for launching the survey to all staff are included in the binder. Results will be summarized and returned to the MIM Building Leadership Team.
- **MIM Self-Study Review** REVISED DUE DATE: May 15, 2010. Each team will review and discuss self-study results from 09-10, and then record current status with a data source.

- **MIM 2010-11 Action Plan and Budget Request** (due July 1, 2010). MIM Districts will complete and submit the newly revised Action Plan forms and Budget for 2010-11 funding.
- **OPTIONAL Essential Features Faculty Survey.** Like last year, MIM districts have the option to use part or all of the Essential Features Faculty Survey (EFFS). This is available to you free online, and MIM Evaluators will provide a summary sheet.

Premise/Purpose of this data

Overall, the evaluation of the Missouri Integrated Model (MIM), as a model and processes intended to ultimately result in improved student outcomes, involves consideration for the following:

- Accountability and oversight (*Were proposed activities conducted?*)
- Impact (*Was there change in practices and outcomes?*)
- Implications (*What are the issues of sustainability and scaling-up?*)

The design of the evaluation methodology is guided by the following assumptions:

- Both process and outcomes measures are critical to understanding the benefit and impact attributable to the MIM;
- To the greatest extent possible, measurement tools and data collection processes should:
 - Provide meaningful information for participating MIM schools and districts to guide decision-making.
 - Fulfill multiple reporting requirements (i.e. OSEP, DESE, etc.)
 - Not cause undue burden for any MIM partners.

With all of this in mind, the above measures and mechanisms have been established for the 2009-2010 year in order to provide:

- A user friendly set of data for schools to accurately assess changes and progress (impact) pertaining to the implementation of academic and behavior supports; and
- A collective set of data for describing the changes and progress (impact) made by the MIM pilot schools.

MIM School Profile

What data will MIM schools enter?

This MIM School Profile includes data to be entered by MIM schools, as well as school data that will be pulled from DESE's data system because it is already routinely entered by all Missouri schools.

Existing MIM school data to be pulled by DESE include the following:

- Early Childhood School Enrollment
- School Age Enrollment
- Free/Reduced Lunch
- School Age (5K-12) Child Count by Age
- Attendance Rates
- Graduation Rate
- Dropout Rates
- MAP data
- Discipline Incidents by type of removal

Data to be entered by MIM schools include the following:

- Staff Headcount
- New Teachers Headcount
- Assistance Referrals
- Office Referrals by Grade Level
- Referrals by Student
- Universal Screening (*Literacy screening data only at this time. Numeracy screening data will be added to this list in the future.*)

When should schools enter data?

- ✓ The window for data entry is January 5, 2010 through February 28, 2010. All data to be reported will be representative of the prior academic years (2007-2008 and 2008-2009).
- ✓ Please note that this is baseline data. Data regarding universal screening may not have been collected in the prior (2008-2009) academic year and also may not be yet occurring during the current (2009-2010) academic year. In this circumstance, MIM schools will report data as "not collected at this time."

How do schools enter data?

1. Prior to the reporting period, MIM schools should familiarize themselves with the data fields and gather needed data.
2. MIM schools will log into the Form Hog online system during the reporting period. Individualized logins for Form Hog will be provided via email in November, 2009. The following pages include instructions for each data table.

Helpful Hints

1. MIM Building Leadership Teams should familiarize themselves with the data prior to the entry window.
2. As needed, plan to share information about the data to be reported with other school personnel that will be assisting with collecting data.
3. If you have questions, contact your MIM Implementation Facilitator. He/she will work with you to get answers.

The following tables outline the information requiring MIM school data entry.

Staff Headcount

Staff Headcount

	2008-2009	
	#	%
General Education Teachers		0.00%
Special Education Teachers		0.00%
Paraprofessionals		0.00%
Building Principals		0.00%
Guidance Counselors		0.00%
Psychologists		0.00%
Social Workers		0.00%
Total	0	0.00%

Note: Information provided by district
Percent = Number / Total x 100

Schools fill in the cells shaded yellow.
Total number and percentages are auto-calculated.

New Teacher Headcount

New Teachers Headcount

New Teachers	2008-2009	
	#	%
Transfer		0.00%
First Year		0.00%
Total New Teachers	0	0.00%

Note: Information provided by district

New teachers = New teachers to the district and include general and special education teachers

Percent = Number of New teachers / Total of new teacher x 100

Schools fill in the cells shaded yellow.
Total number and percentages are auto-calculated.

Student Assistance Referrals

Assistance Referrals

2008-2009	School Assistance Team	Special Education		Other	
	# Referred	# Referred	# Eligible	# Referred	List Agencies
K					
1					
2					
3					
4					
5					
6					
7					
8					
Total	0		0	0	

Fill in data only for grades represented in your MIM building.

Schools fill in the cells shaded yellow. Total numbers along the bottom row are auto-calculated.

Office Referrals by Grade Level

Office Referrals by Grade Level

Grade	2008-2009		
	IEP	Non-IEP	Total
Pre-K			0
K			0
1			0
2			0
3			0
4			0
5			0
6			0
7			0
8			0
Total	0	0	0
Rate per 100	0.00	0.00	0.00
K-12 Enrollment (IEP & Non-IEP)**			
5K-21 Child Count (IEP)**			

Note: Information provided by district. Rate per 100 students in grades K-12 only.

Fill in data only for grades represented in your MIM building.

Schools fill in the cells shaded yellow. Total numbers are auto-calculated.

Cells shaded red will be filled in by DESE.

Office Referrals by Student

Referrals By Students

	# of Students	%
0-1 referrals		
2-5 referrals		
6+ referrals		
total students		

Schools fill in the cells shaded yellow. Total number and percentages are auto-calculated.

Note: This information is for Office Disciplinary Referrals (no minors). This means referrals that are office managed.

Universal Screening

There are 2 data tables for universal screening of literacy depending on screening instrument. One table is designed for reporting DIBELS scores and the other is designed for AIMSweb. If you use a universal screening other than DIBELS or AIMSweb, please let your MIM Implementation Facilitator know so we can accommodate your data.

The data fields for reporting either DIBELS or AIMSweb data is similar. By grade level, data is entered for the applicable measures. Fields for all measures associated with the grade level are available. Use the fields applicable to the screening window that you are reporting. Also, in the column titled Screening Date, indicate when the screening occurred. If screening did not occur during the 2008-2009 academic year, you can indicate that in this box by selecting it from the drop down menu. Additionally, if the grade level is not in the MIM school building and therefore you are not reporting data for that grade level, indicate that by selecting “grade level not in building” from the drop down menu.

For both DIBELS and AIMSweb, data are clustered to display the percentage of students at Tier 1, Tier 2, and Tier 3 for academic supports. By completing the data fields, the total number of students and the percentages of students at each tier are auto-calculated and a chart is auto-generated. The following pages display the tables and a sample chart.

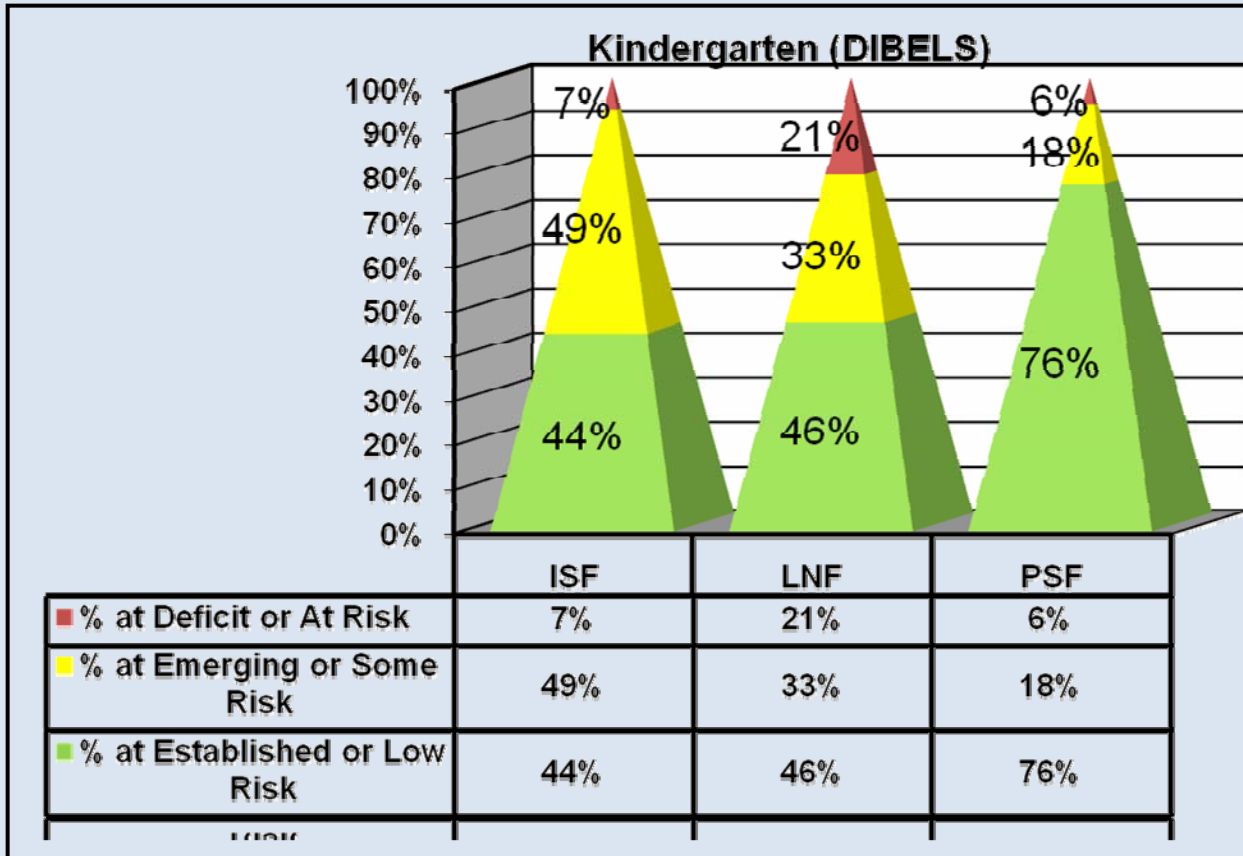
DIBELS: Report only the most recently administered screening of the 2008-2009 academic year.

Grade	Measure	Screening Date <i>(Select from drop down menu when the screening occurred: Fall 08, Winter 09, Spring 09. Or indicate "grade level not in building" or "screening did not occur.")</i>	Count			Count	%		
			# at Established or Low Risk	# at Emerging or Some Risk	# at Deficit or At Risk	Total	% at Established or Low Risk	% at Emerging or Some Risk	% at Deficit or At Risk
K	ISF	Spring 09	39	44	6	89	44%	49%	7%
K	LNF	Spring 09	41	29	19	89	46%	33%	21%
K	PSF	Spring 09	38	16	5	89	76%	18%	6%
1	LNF								
1	PSF								
1	RF								
1	ORF								
2	RF								
2	ORF								
3	RF								
3	ORF								
4	RF								
4	ORF								
5	RF								
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6	RF								
6	ORF								
7	RF								
7	ORF								
8	RF								
8	ORF								

Sample kindergarten data

Schools fill in the cells shaded yellow.
Total number and percentages are auto-calculated.

DIBELS: Sample chart of kindergarten measures



AIMSweb: Report only the most recently administered screening of the 2008-2009 academic year.

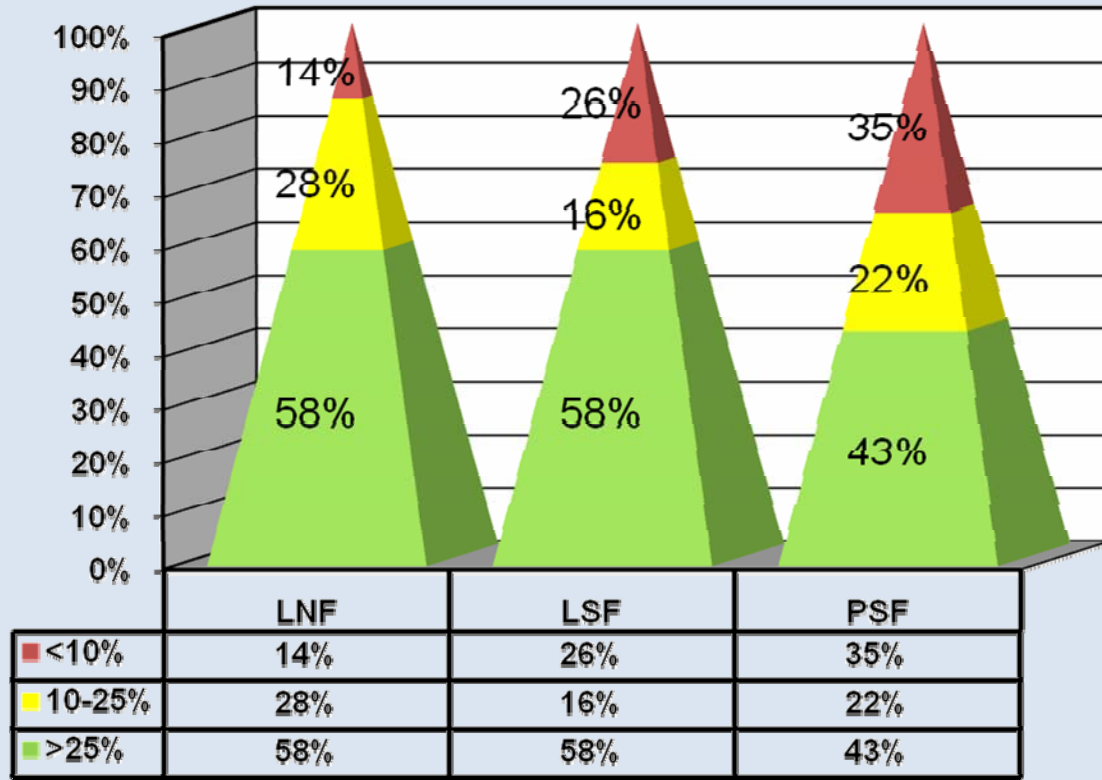
Grade	Measure	Screening Date <i>(Select from drop down menu when the screening occurred: Fall 08, Winter 09, Spring 09. Or indicate "grade level not in building" or "screening did not occur.")</i>	Count			Total	%		
			# at >25%	# at >10% - 25%	# at <=10%		>25%	>10% - 25%	<=10%
K	LNF	Spring 09	25	12	6	43	58%	28%	14%
K	LSF	Spring 09	25	7	11	43	58%	16%	26%
K	PSF	Spring 09	10	5	8	23	43%	22%	35%
1	LNF								
1	LSF								
1	PSF								
1	R-CBM								
2	MAZE								
2	R-CBM								
3	MAZE								
3	R-CBM								
4	MAZE								
4	R-CBM								
5	MAZE								
5	R-CBM								
6	MAZE								
6	R-CBM								
7	MAZE								
7	R-CBM								
8	MAZE								
8	R-CBM								

Sample kindergarten data

Schools fill in the cells shaded yellow.
Total number and percentages are auto-calculated.

AIMSweb: Sample chart of kindergarten measures

Kindergarten (Aimsweb)



MIM School Staff Survey

The *MIM School Staff Survey* is designed to gain input from school staff (teachers, administrators and instructional support staff) regarding the level of implementation of the Missouri Integrated Model. This survey was developed by the MIM Evaluation Workgroup and addresses the most encompassing indicators of the eleven essential features of the Missouri Integrated Model.

To give the survey, please email all your school staff between January 1, 2010 and February 15, 2010 asking them to complete this quick online survey. Survey responses will be downloaded by the MIM Evaluators on March 1, 2010 (no responses accepted after this date). All responses are confidential and will be aggregated in reporting. Your MIM Leadership Team will be provided with a summary report by March 15, 2010 to assist you in revisiting your Self-Study.

Below is sample text for the email to be sent to all school staff. Please contact Dr. Amy Gaumer Erickson (aerickson@ku.edu) with questions regarding this survey.

____ (School Name) Staff,

As part of the MIM process, it is important to get your input on the current status of implementation at our school. The School Staff Survey will provide valuable data that will be used to improve education for all students at our school. Please go to http://www.surveymonkey.com/s.aspx?sm=Ik_2bWpZLWfvEMZMy_2b_2fNFWkw_3d_3d and complete this short survey. Submit your survey by ____ (one week from today). The data will then be analyzed and shared with you on ____ (at the next inservice or via email).

Thank you in advance for completing the survey.

Sincerely,

2009-2010 Self Study Review

Note: All 14 MIM District 2009-2010 Self Study Review Guides (populated with 08-09 Self-Study scores) are included electronically on your enclosed flash drive.

Revisiting Your Self-Study

Your Building Leadership Team will revisit the Self-Study during the spring of 2010. The completed document will be submitted to mimschools.org/cop by May 15, 2010.

Instructions

As a MIM Building and District Leadership Team, you should discuss strategies for revisiting your self-study using the provided template. This template has been populated with the results from the 08-09 Self-Study and organized according to how the self-study items were originally scored. See the following example.

From 2009 MIM Self-Study			To be completed Spring 2010		
(2) Not in place-Planning Stage: <i>A plan for addressing the indicator has been developed and includes identification of relevant data sources and professional development needs.</i>					
Essential Features	Self-Study (2009)			Revisit Self-Study (2010 Discussion Notes)	
	Indicator	Evidence	Additional Data to be Collected	Data-based Discussion Notes	Change in Status
<i>(e.g., Shared Vision)</i>	<i>Indicator from the self-study scored as a 2(see table header)</i>	<i>As documented on the 2009 self-study</i>	<i>As documented on the 2009 self-study</i>	<i>Specify data source, results, analysis, and reflections</i>	<i>Revised score if applicable</i>

As you discuss your strategy for revisiting the Self-Study, you may want to consider the following helpful hints.

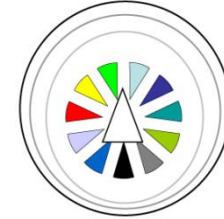
Helpful Hints for Revisiting Your Self Study

- It is recommended that you plan to revisit the Self-Study across multiple meeting dates, rather than trying to revisit all of it in one meeting.
- If an essential feature is addressed in your Action Plan, it is indicated by an asterisk to the left of that essential feature throughout the document. You may want to highlight these items and track them along with your progress on your action plan.
- Because the template is organized by how the indicator was originally scored, you may choose to revisit and discuss items that were scored lower in one meeting and in other meeting revisit and discuss the items scored higher.
- Because the majority of indicators were scored as a “3”, you may decide to focus the discussion on these items by specific essential features.

Questions?

Your MIM Implementation Facilitator is available to assist your team with this process. It is required that you include your Implementation Facilitator in strategizing about how to best revisit the self-study and in the revisiting process.

Missouri Integrated Model (MIM)



Action Plan Toolkit (Revised October 2009)



Missouri Department of Elementary and Secondary Education (DESE)

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Stan Johnson, Assistant Commissioner, Division of School Improvement
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Missouri Integrated Model (MIM)

Action Plan Toolkit Pilot Phase (Revised October 2009)

Prepared for

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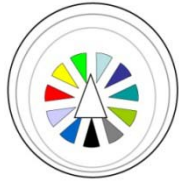
Reviewers

Thank you to the following people for reviewing the MIM Implementation Blueprint and accompanying materials. Their feedback, insight, and wisdom were valuable to the development of the Blueprint.

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INTRODUCTION

The **purpose** of this MIM Action Planning Toolkit is to guide the Action Planning processes.

The MIM Building Leadership Team and the MIM District Leadership Team should take the lead in completing the action plan in collaboration with the Implementation Facilitator and the Regional Professional Development Consultants. Similar to the self-study process, action planning focuses on school-wide systems and practices. However, with a goal of scaling-up to district-wide implementation, it is important to have the involvement of key district-level stakeholders.

Instruction for first year MIM schools:

The development of the MIM Action Plan should be completed after initial completion of the self-study. This timeline is suggested, not mandatory. The amount of time needed by MIM buildings and districts to complete the Self-Study and the Action Plan may vary. During the first year, pilot MIM schools will:

1. conduct and complete the MIM Getting Ready Toolkit (September-October),
2. conduct and complete the MIM Self-Study (October-January), and
3. **conduct and complete the MIM Action Plan (February-May).**

Instruction for continuing MIM schools:

In preparation for developing a MIM Action Plan for the following year, MIM teams should do the following:

1. review progress made on the prior MIM Action Plan discussing data, lessons learned, and next steps, and
2. revisit Self-Study results from the prior year noting any insights and changes as evidenced by the data.

The MIM Action Plan Toolkit is organized into four sections. Section I provides guidance for developing the MIM Action Plan, aligning actions with needs, and detailing specific steps to occur. Section II describes the process for monitoring progress of action plan efforts and planning next steps. Section III outlines the template for developing the budget for implementing the MIM Action Plan. The last section contains the Action Plan forms. Additional copies of the forms can be made as needed.



SECTION I: Writing the Action Plan

The MIM Action Plan template includes both the planning stage and the measurement stage¹. In the planning stage, the first set of columns is completed (see chart below). This section provides guidance on writing goals and action steps and identifying resources and data sources.

SMART Goals					
Alignment with Needs	Action Steps	Resources	Data Sources	Timeline	Responsible Person
<p><i>List the items from the MIM self-study that the action steps address.</i></p> <p><i>List the items from the building Comprehensive School Improvement Plan that the action steps address.</i></p>	<p><i>List of detailed and specific steps or processes necessary for addressing each goal.</i></p>	<p><i>People (i.e. administrators, teachers, parents, and community members), technologies, technical assistance, materials, and other resources necessary for each action step.</i></p>	<p><i>Observation, interview, products, student academic achievement data, and student behavior data to measure progress for each goal.</i></p>	<p><i>What is the timeline for beginning and completing the action step?</i></p>	<p><i>Who will be responsible for facilitating and leading the work?</i></p>

SMART Goals

The first step of writing the MIM Action Plan is to translate the findings of the MIM Self-Study into SMART Goals. SMART Goals are **S**pecific, **M**easurable, **A**ttainable, **R**esults-based, and **T**imely. When developing SMART Goals consider the following questions:

- What is the **specific** area of need to be addressed by the goal and how will it impact student achievement?
- How will you **measure** if and how the actions influenced change?
- Is the goal **attainable** given current resources?
- Is the goal **results-based**? What are the outcome measures?
- What is the **timeframe** for achieving the goal?

¹ Adapted from Missouri SWPBS Action Plan template

It may be helpful to consider the following three questions when constructing your SMART Goals. What do we want students to learn? How will we know if they learn it? And what will we do if they don't learn it?

Alignment with Needs

Refer to the MIM Self-Study Summary where the prioritization was summarized, areas were marked to be addressed in the action plan, and needs for professional development, resources, and additional data were listed. In translating these findings into your action plan, consider how efforts can be integrated to maximize resource utilization, system improvements, and student outcomes. In the MIM Self-Study, each indicator of current practice is labeled with a sub-heading (i.e. Educator Support, Leadership, and Assessment). In reviewing the identified priority areas, the sub-headings may help to focus integrated efforts. For example, the sub-heading of Educator Support labels specific indicators within the Essential Features categories of Leadership, Resource, Evidence-based Practices, Data-based Decision-making, and Progress Monitoring, in addition to referring to all of the indicators in the areas of Ongoing Professional Development and Educator Support through Mentoring and Coaching. As goals and action steps are discussed, consider how the need for educator support is integrated across the Essential Features. Depending on the specifically identified areas of need, a goal(s) for focused educator support may integrate areas of need.

Action steps

For each goal, list the steps that will be taken toward achieving the goal. Similar to composing goals, it is important to consider how the action steps can be integrated. For example, the objectives for a professional development workshop focused on improving teacher fluency in providing tiered levels of academic support may be to (a) increase teacher knowledge, (b) practice collaborative problem solving, and (c) practice data-based decision-making. *The action steps should be specific and detailed enough to guide your work, track your progress, and budget expenses.*

Resources

In the MIM Action Plan, it is important to identify the people (i.e. administrators, teachers, parents, and community members), technologies, technical assistance, materials, and other resources necessary for each Action Step. Similar to the other components of the MIM Action Plan, consider how resources can be integrated to optimize outcomes. For example, how can parent and community involvement support a number of action steps sharing integrated functions and outcomes?

Data Sources

As mentioned, each goal should be written to include specific measures of change in practice and outcomes. In the MIM Action Plan, there is space to list the data sources and results. The data sources include the types of data to be collected in measurement of change or outcomes relevant to the goal. The data sources should address the results and outcomes specified in the SMART

Goal. Example data sources include observation, interview, products, student academic achievement data, and student behavior data. Data may align with individual action steps or with the collective set of steps for a goal. It is expected there will be multiple data sources to inform progress toward a goal.

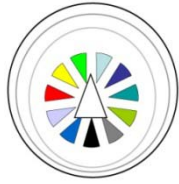
During the MIM Self-Study, multiple data sources were reviewed as evidence of the status of current practice and needs for additional data were identified. Because of the varying contexts and experiences of schools (i.e. size, location, and prior experience with tiered levels of academic and behavior support), schools will need to establish their own benchmarks and timelines for measurement. Current data systems should be considered and if deemed inadequate, improved data systems may be a priority for your action plan

Timeline

In order to sequence your actions and to monitor your progress in completing your action plan, it is important to specify the when actions should begin, how long they will take, and when completion is expected. For the action steps, indicate dates when work will begin, how long it will take, and when completion is expected.

Responsible Person

As you implement your action plan, it is helpful to have designees assume leadership roles in facilitating tasks. For each action step, discuss in your team who would be the best person to assume leadership responsibility for the work.



SECTION II: Progress Monitoring & Data-based Decision-making

As essential features, it is important to integrate Progress Monitoring and Data-based Decision-making across all school-wide practices, including monitoring school improvement efforts. The MIM Action Plan template includes space for documenting results of data analysis, progress, and next steps (see chart below). This section provides guidance for measuring and reflecting on progress toward each goal.

Progress Monitoring								Next Steps
October		December		March		May		
Results	Progress (A, I, N)	Results	Progress (A, I, N)	Results	Progress (A, I, N)	Results	Progress (A, I, N)	
<i>Analysis and synthesis of data</i>	<i>Achieved / Maintain, In progress, or Not started</i>	<i>Analysis and synthesis of data</i>	<i>Achieved / Maintain, In progress, or Not started</i>	<i>Analysis and synthesis of data</i>	<i>Achieved / Maintain, In progress, or Not started</i>	<i>Analysis and synthesis of data</i>	<i>Achieved / Maintain, In progress, or Not started</i>	<i>Data-based decisions</i>

Progress Monitoring

As the MIM Action Plan was developed, measures and data sources were identified. To determine progress, collect multiple sources of data, review findings, and record synthesis of findings on the MIM Action Plan. The indication of progress should be recorded as Achieve/Maintain (A), In Progress (I), or Not Started (N). The MIM Action Plan is designed to be reviewed quarterly.

Next steps

Documenting next steps involves reflecting on the goal, reviewing the data results, and discussing options for continued work. For example, based on the data it may be necessary to add or revise action steps, collect additional data, or expand the scope of a goal that has been achieved.



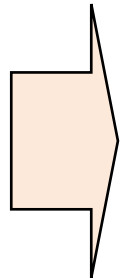
SECTION III: Budgeting

To support the work on the action plan, develop a budget that aligns with each of action steps. Budgets should detail costs for salaries and stipends, services, travel, and supplies and materials. For each action step, provide a description of what money will be spent on and how much money is required.

Action Steps	Salaries & Stipends		Purchased Services & Travel		Supplies & Materials		Total for Action Step (\$)
	Description	Cost (\$)	Description	Cost (\$)	Description	Cost (\$)	
<i>Identify the action. It may be helpful to number the action steps for easy reference.</i>	<i>(e.g., substitute pay, summer stipend, extended day stipends, etc.)</i>		<i>(e.g., consultant services, attending a professional development event, etc.)</i>		<i>(e.g., software for analyzing data, materials for collecting data, etc.)</i>		

SMART Goal #___:

Alignment with Needs	Action steps	Resources	Data Sources	Timeline	Responsible Person



Use additional pages as necessary and use a separate sheet for each goal.

Progress Monitoring								Outcomes & Reflections
October		December		March		May		
Results	Progress (A, I, N)	Results	Progress (A, I, N)	Results	Progress (A, I, N)	Results	Progress (A, I, N)	

Action Steps	Budget						
	Salaries & Stipends		Purchased Services & Travel		Supplies & Materials		Total for Action Step (\$)
	Description	Cost (\$)	Description	Cost (\$)	Description	Cost (\$)	
Goal #____ Step #____							
Goal #____ Step #____							
Goal #____ Step #____							
Goal #____ Step #____							
Goal #____ Step #____							
Goal #____ Step #____							
	Total		Total		Total		Grand Total² \$_____

² Use additional pages as needed. On the final page, total by categories as well as provide a grand total.

Resources



Cozemius, A. & O'Neill, J. (2002). *The Handbook for SMART School Teams*. Solution Tree.

Cozemius, A. & O'Neill, J. (2005). *The Power of SMART Goals*. Solution Tree.

Essential Features Faculty Survey

Are you having difficulty identifying your school's level on an Essential Feature? Would you like input from more faculty at your school? Do you need evidence of your school's level on an Essential Feature?

If you answered 'YES' to any of these questions, the **Essential Feature Questionnaire** is the tool for you! This quick, online questionnaire can be emailed to *all faculty at your school* to get their input on one or more of the Essential Features. This short and simple survey will provide you with valuable data. All you have to do is:

1. Choose the Essential Feature that you want to know more about.
 - *Shared vision and commitment*
 - *Leadership*
 - *Collaborative environment*
 - *Ongoing professional development*
 - *Educator support through mentoring and coaching*
 - *Culturally responsive practices*
 - *Resource mapping*
 - *Family and community involvement*
 - *Evidence-based practices*
 - *Data-based decision-making*
 - *Monitoring of Student Progress*
2. Modify the announcement below, filling in the blanks.
3. Then email the announcement to your school faculty and to Dr. Amy Gaumer Erickson at aerickson@ku.edu.

Seriously, that's it. We will collect and analyze the data and send you the raw data, a summary of the results, and graphs to share with your MIM leadership team and school faculty. If you have any questions, please contact Dr. Amy Gaumer Erickson at aerickson@ku.edu.

Faculty,

As part of the MIM process, it is important to get your input on the current status at our school. The Essential Features Questionnaire will provide valuable data that will be used to improve education for all students at our school. Please go to http://www.surveymonkey.com/s.aspx?sm=R5J1OeNyhaz8A2AeUF6g_2bA_3d_3d and complete the short survey on _____ (**choose one Essential Feature from the list above**). Submit your survey by _____ (**one week from today**). The data will then be analyzed and shared with you on _____ (**at the next inservice or via email**).

Thank you in advance for completing the survey.

Sincerely,

Essential Features Faculty Survey Summary

