

Missouri Integrated Model (MIM)



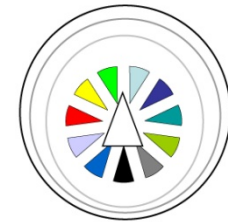
Implementation Blueprint

Pilot Phase (September 2008)



Missouri Department of Elementary and Secondary Education (DESE)

Missouri Integrated Model (MIM)



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Missouri Department of Elementary and Secondary Education (DESE)

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The development of the Missouri Integrated Model (MIM) was supported by award number H323A070017, State Personnel Development Grant, Office of Special Education Programs (OSEP), U.S. Department of Education. Grantees undertaking projects under government sponsorship are encouraged to express freely their findings and conclusions. Points of view or opinions do not, therefore, necessarily represent official positions of the U.S. Department of Education, nor do they represent official positions of the University of Missouri – Kansas City.

Missouri Integrated Model (MIM)

Implementation Blueprint Pilot Phase (September 2008)

Prepared for

Missouri Department of Elementary and Secondary Education

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Contents

Introduction	1
Section I—Context: Overview of the Missouri Integrated Model (MIM)	3
• Background.....	3
• Framework and processes.....	4
• Outcomes.....	10
• Implementation strategy.....	11
• Support network.....	14
Section II—Content: Systems Approach to Integrating Evidence-based Practices	19
• Considerations.....	19
• Building and sustaining capacity.....	20
• Maximizing resources needed for innovation.....	30
• Making informed decision.....	32
Section III—Process: Implementation Guide and Tools for Pilot Schools	39
• Getting ready.....	39
• Self-Study.....	42
• Action planning.....	49
• Professional development.....	50
• Evaluation.....	51
References	55
Glossary	63

*What is
the MIM?*

*What does
the MIM
look like?*

*How do
you do it?*



INTRODUCTION

By definition, a *blueprint* is a detailed plan of action. This Implementation Blueprint describes the Missouri Integrated Model and plan for implementation. The intended readers of this document include individuals who are interested in or are implementing an integrated model of best practices. Such individuals include administrators (state, district, and school), MIM leadership teams, Implementation Facilitators, Regional Professional Development directors and consultants, evaluators, and other consultants. The Implementation Blueprint is a dynamic document in that processes described may change in response to lessons learned in the initial stages of implementation.

This blueprint describes implementation processes, provides tools to assist implementation, and provides illustrative examples. The contents of this blueprint should be viewed as a “guide” rather than a “cookbook.” To guide MIM implementation, the blueprint is organized into three sections.

Section I—Context: Overview of the Missouri Integrated Model

- Background
- Framework and processes
- Outcomes
- Implementation strategy
- Support network

***What is the
MIM?***

Section II—Content: Systems Approach to Integrating Evidence-based Practices

- Considerations
- Building and sustaining capacity
- Maximizing resources needed for innovation
- Making informed decision

***What does the
MIM look like?***

Section III—Process: Implementation Guide and Tools for Pilot Schools

- Getting ready
- Self-Study
- Action planning
- Evaluation

***How do you do
it?***



SECTION I—CONTEXT

Overview of the Missouri Integrated Model

The Missouri Integrated Model is defined as a framework for implementing evidence-based practices with the common goal of improving outcomes for all students. After review of current research literature, integrated approaches implemented across the 50 states (e.g., Ohio Integrated Systems Model for Academic and Behavioral Supports (OISM), Michigan’s Integrated Behavior and Learning Support Initiative (MiBLSi), & Wisconsin Response Education for All Children (REACH), and current initiatives implemented in Missouri (e.g., Positive Behavior Supports, Professional Learning Communities, and Reading First), the principle components of the Missouri Integrated Model were identified.

The Missouri Integrated Model (MIM) is a framework that pulls together evidence-based components and processes. MIM includes:

- ***Tiered levels of support,***
- ***Essential features of effective schools, &***
- ***Effective Implementation processes***

Background

In January 2007, a group of Missouri stakeholders¹ gathered to review state data, discuss areas of need from diverse perspectives, and propose a method of addressing the areas of need. Collaboratively, these stakeholders identified six priority areas of need: (a) achievement in reading/communication arts, (b) access to the general curriculum, (c) high school completion, (d) post-secondary transition planning and services, (e) suspension and expulsion rates, and (f) parent and community involvement. To address these needs, the stakeholders proposed an integrated model of professional development. The rationale for an integrated model was two-fold. First, the conundrum of recommended approaches and methods is often overwhelming and confusing, thus an integrated model was recommended to help focus, align, and guide educational practices. Second, major federal influences (IDEA, NCLB, SIG/SPDG, & President’s Commission on Excellence in Special Education) encourage education systems to embrace a theme of success for all students with individualized supports provided in the context of the general curriculum.

¹ Stakeholders include more than 30 individuals representing the following: Missouri Parent Training & Information Center (MPACT), Early Intervention and Early Childhood programs, The Office of Vocational Rehabilitation, assistive technology, higher education, school administration, each of the Missouri Department of Elementary and Secondary Education Divisions, and Regional Professional Development Centers.

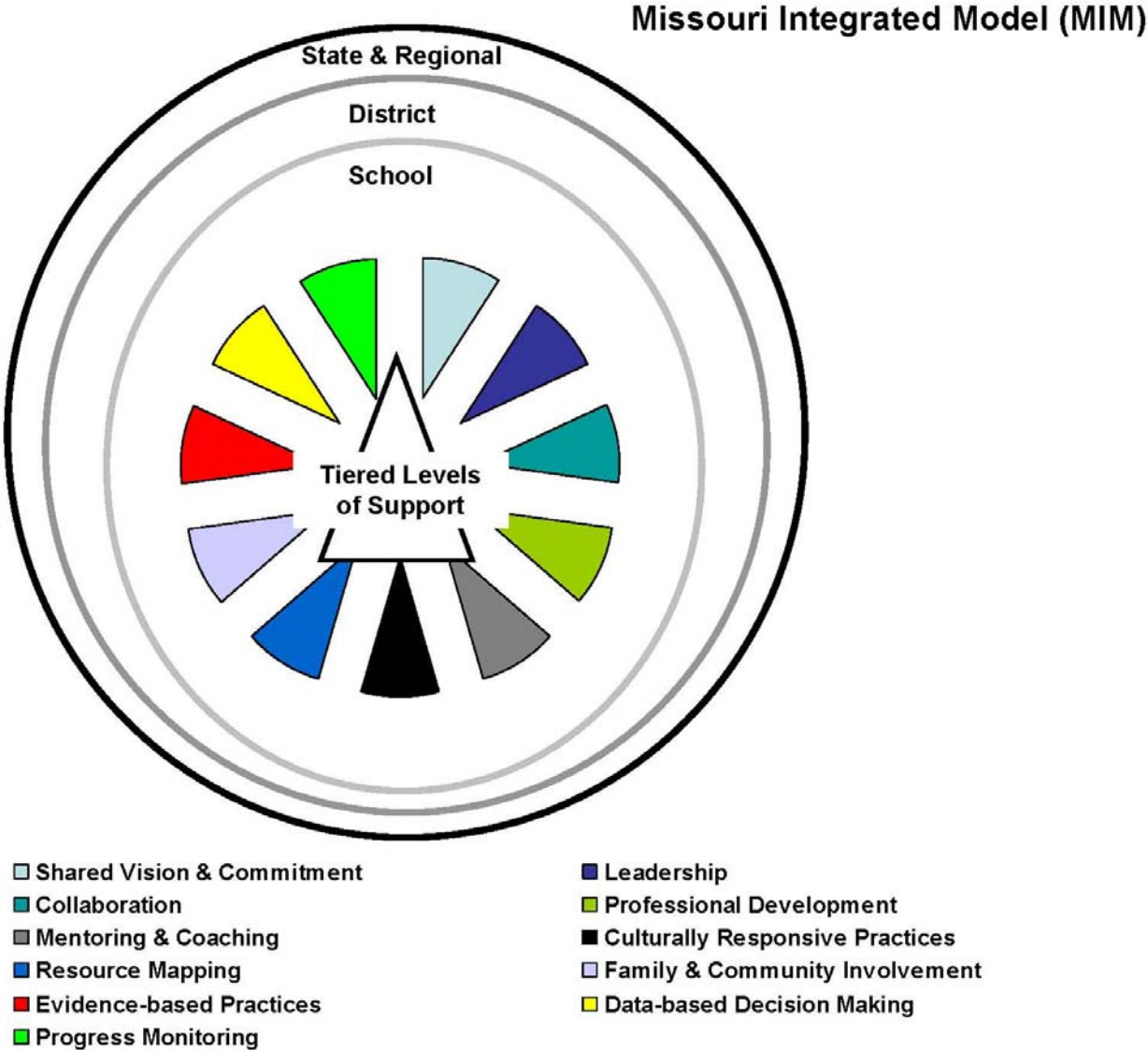
The central theme of success for all students as detailed in No Child Left Behind (NCLB) influenced the reauthorization of the Individuals with Disabilities Education Improvement Act (IDEA 2004). IDEA (2004) encourages the development of coordinated intervention services for students who have not been identified as a child with a disability (613(f)) but who need additional academic and behavioral support to succeed in general education. The President’s Commission on Excellence in Special Education (2002) emphasizes that reform efforts should focus on prevention and intervention, rather than reaction to failure. Lastly, the State Personnel Development Grant (SIG/SPDG) program administered through the US Department of Education provides funding for school improvement efforts. In October 2007, Missouri was awarded a 5-year SIG/SPDG grant, which is supporting the development and implementation of the Missouri Integrated Model.

In addition to federal influences, the development of the Missouri Integrated Model is also influenced by current statewide initiatives, stakeholder feedback, and evidence-based practices showing promise for improving outcomes for all of Missouri’s students. Consideration for evidence-base practices includes review of the (a) qualities of effective schools (Marzano, 2003), (b) factors that strengthen the response to students at-risk for “falling behind,” (Jimerson, Burns, & VanDerHeyden, 2007; Severson, Walker, Hope-Doolittle, Kratochwill, & Gresham, 2007) and (c) elements critical for successful system-change (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005). The Missouri Integrated Model pulls together “what works” into a framework for responding to the needs of Missouri students.

Description of the Missouri Integrated Model Framework

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. As a framework for supporting this focus are the eleven essential features of the model. These features represent the evidence-based 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 within the context of schools, districts, and the state to form the Missouri Integrated Model. The following is a description of each tier of support and the eleven essential features.

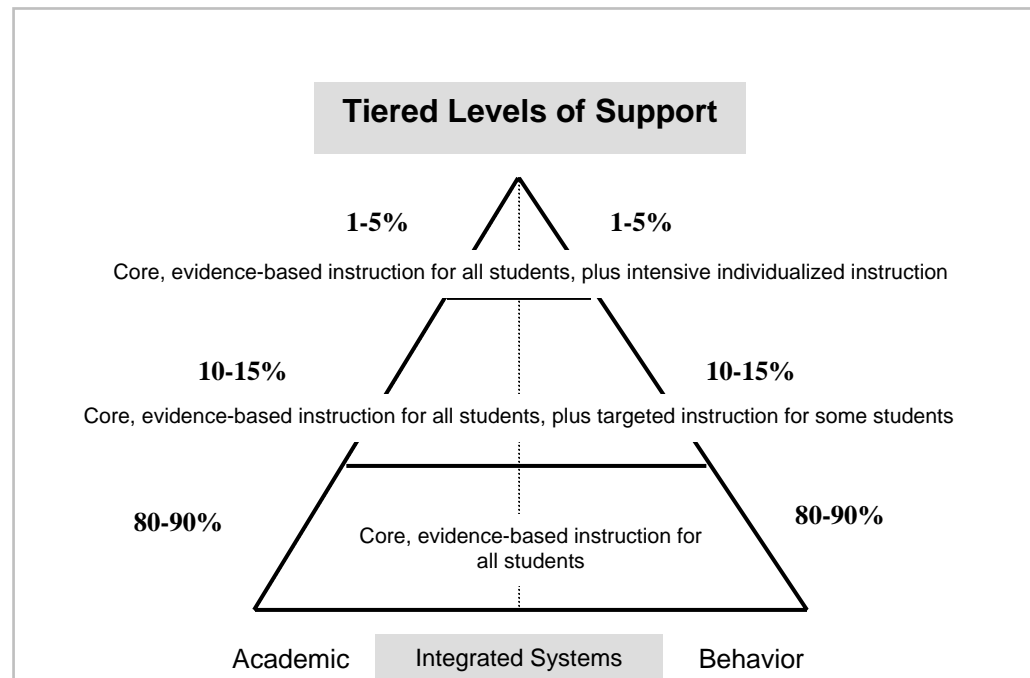
Figure 1: Missouri Integrated Model



Tiered Levels of Support

The Missouri Integrated Model includes three tiers of support. From Tier 1 to Tier 3, the intensity of supports increases. As students demonstrate differing responses to the general curriculum and consequently differing levels of support needs, the intensity of instructional and behavioral supports change. All tiers of support are provided in the context of the general curriculum, movement between levels of support should be seamless, and decisions regarding levels of needed supports should be data-driven. Contrary to literature proposing using the tiers to facilitate determination of eligibility for special education services, the Missouri Integrated Model views the tiered levels of support as contributing valuable student data that may suggest a need for a comprehensive evaluation, but does not constitute a special education referral system or a process for special education eligibility determination. The following is a brief description of each of the tiers.

Figure 2: Tiered Levels of Support



Tier 1 is the universal level comprised of core, evidence-based instructional and behavioral practices available for all students. Foundational to the Missouri Integrated Model is the provision of quality instruction within a quality curriculum. When the core instruction is implemented with fidelity, it is estimated 80-90% of students will be successful.

Tier 2 is comprised of the core instruction plus timely, targeted instruction for students needing additional instructional and behavioral supports. When schools (a) implement quality curriculum and instruction with fidelity and (b) engage in systematic progress monitoring, they are able to identify students demonstrating needs for additional supports. Students that are struggling to make progress in the core curriculum are provided with supports targeting specific areas of need. Often, this supplemental instruction is provided in small groups. The supplement interventions must retain the integrity of being evidence-based and involve ongoing progress monitoring. It is estimated that 10-15% of students will respond to Tier 2 supports.

In **Tier 3**, the core instruction is supplemented with intensive, individualized supports. While receiving Tier 1 and then Tier 2 supports, some students may demonstrate a unique and specialized need for intensive supports. It is estimated that 1-5% of students will demonstrate a need for Tier 3 supports. Consistent throughout the tiered levels of support is the emphasis on data-based decision-making. For students continuing to struggle, despite Tier 2 support, more individually focused problem solving is required. Individualized, evidence-based, and more intensive interventions, plus focused progress monitoring, are characteristic of Tier 3 supports.

After observing and documenting student progress while receiving Tier 1, 2, and 3 levels of support, the presence of a disability may be suspected and further evaluation conducted to determine eligibility for special education services. However, it is possible that intensive and individualized interventions are sufficient for addressing the needs of the student and thus, the level of supplemental support is decreased.

Essential Features

As mentioned, the Missouri Integrated Model includes eleven essential features representing the evidence-based practices and qualities of effective and responsive schools. In addition, the work of other states in implementing integrated models was considered. In particular, Ohio's Integrated Systems Model for Academic and Behavioral Supports (OISM) (Graden, Stollar, & Poth, 2007) and Wisconsin's Response Education for All Children (REACH) (Volpiansky, n.d.) are statewide integrated models that have incorporated similar features and thus provided insight into the construction of the Missouri Integrated Model.

Specifically, the essential features of the Missouri Integrated Model facilitate work in three categories: (a) building and sustaining capacity, (b) maximizing resources, and (c) making informed decisions. Within the three categories, the eleven essential features are:

Table 1: MIM Essential Features

Build and sustain capacity for responding to student needs	Maximize resources needed for innovation	Make informed decisions
<ul style="list-style-type: none"> • Shared vision and commitment • Leadership at state, district, & building levels • Collaborative environment • Ongoing professional development • Educator support through mentoring and coaching • Culturally responsive practices 	<ul style="list-style-type: none"> • Resource mapping • Family and community involvement 	<ul style="list-style-type: none"> • Evidence-based practices • Data-based decision-making • Progress monitoring

These essential features are integrated into the school climate to drive decision-making, support innovation, and support student progress. The following section defines each of the features.

Shared vision and commitment. Commitment to the shared vision is essential for success and requires effective leadership and collaboration throughout all levels (state, district, and building) and across key stakeholders.

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

Collaborative environment. A collaborative environment supports and encourages continuous discussion, sharing, reflection, and problem solving about and toward a common goal. A collaborative environment embraces collaboration as the expected process for making decisions.

Ongoing professional development. Professional development is ideal when it is research-based, ongoing, tailored to the needs of participants, integrated within school improvement planning, focused on student improvement, and incorporates opportunities for practice and feedback.

Educator support through mentoring and coaching. Mentoring and coaching are professional development tools used to teach and support educators during implementation of new techniques or strategies to ensure student improvement.

Culturally responsive practices. Culturally-responsive practices are learner-centered practices that take into account all aspects of each student’s identities and backgrounds. These practices include instructional methods, instructional materials, evaluation methods, and student learning styles and abilities.

Resource mapping. Resource mapping is a collaborative process used to identify available resources in order to augment current services and avoid duplication of services, as well as to identify resources that are missing.

Family and community involvement. Responsive schools involve families and communities. Involvement of family and community members informs and reinforces school improvement efforts by helping to maximize resources and facilitate responses to student needs.

Evidence-based practices. Evidence-based practices are supported with empirical evidence of effectiveness using methods that are reproducible and appropriate for the studied environment and circumstances.

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

Progress monitoring. Progress monitoring is a scientifically based practice that is used to assess academic and behavior performance and evaluate the effectiveness of instruction. Progress monitoring, when paired with universal screening, provide necessary information for evaluating the effectiveness of the core instruction and measuring student progress.

Alignment with State Performance Plan and Missouri School Improvement Program

The Missouri Integrated Model aligns with the State Performance Plan (SPP) Indicators and the Missouri School Improvement Program (MSIP) Indicators. The following is a description of how the integrated model addresses specific SPP and MSIP indicators. The corresponding indicators are in parenthesis.

- The Missouri Integrated Model provides for school improvements, which enhance responses to the diverse abilities of all students, thus promoting access to the general education curriculum (SPP 1, 3, 5, & 6; MSIP 6.3, 7.1, & 7.2), increased likelihood of graduation (SPP 2; MSIP 9.3 & 9.5), and fewer students, are expelled or suspended (SPP 4; MSIP 6.5, 6.6, & 9.6).
- With a foundation of evidence-based core curricula, the Missouri Integrated Model addresses the transition needs of all students, preparing them for successful transitions from high school to post-secondary work or from high school into the work force (SPP 13 & 14; MSIP 6.1, 7.3, and 9.4).
- As an essential feature of the Missouri Integrated Model, family and community involvement provides for individualized student support, promotes family participation across aspects of education, and leads to greater satisfaction by families and students (SPP 8, 11, & 19; MSIP 7.5 & 7.6).
- The Missouri Integrated Model focuses on ongoing professional development, with a commitment to collaboration, as essential for providing high quality teaching (MSIP 5.2, 6.4, & 6.7).

- Through implementation of tiered-levels of support, as well as the essential features of culturally responsive practices, collaboration, and family and community involvement, the concerns for disproportionate numbers of diverse learners referred to special education services are addressed (SPP 9 & 10).
- Data driven decision-making is an essential feature of the Missouri Integrated Model with a goal of ensuring the curriculum, expectations, and instructional strategies address the individualized needs of all students (MSIP 6.2, 8.1, and 8.2).
- The Missouri Integrated Model incorporates progress monitoring systems (MSIP 9.1 & 9.2) and data systems enabling schools and districts to more accurately track and report data to the state for annual performance reports (SPP 20).

Defining Success for All Students

The Missouri Integrated Model is clearly designed to address the needs of all students, with and without identified disabilities. Through implementation of the Missouri Integrated Model, the following positive student outcomes, for students with and without identified disabilities, are expected.

- Improved performance on academic achievement measures
- Increased access to the general education curriculum
- Increased levels of appropriate behavior
- Improved transition planning and documentation
- Improved community linkages for transitioning youth
- Higher graduation rates

Increased capacity of teachers, consultants, and state leaders are also expected outcomes.

Teachers, Schools & Districts will support student outcomes through:

- Increased implementation of research-based instruction and instructional strategies
- Improved collaboration among school and district teams
- Increased levels of teachers' knowledge of school performance and achievement data
- Improved Part B identification of students with disabilities
- Improved coordination in transition planning among school and community entities
- Higher levels of teacher, administrator, parent, and community satisfaction

Further, Missouri’s Regional Professional Development Centers will support districts through Regional outcomes.

- Increased implementation of research-based professional development provided by regional School Improvement Teams
- Improved collaboration among Regional Professional Development Center (RPDC) staff
- Improved collaboration between SEA and RPDC staff
- Increased levels of regional consultants’ knowledge of the Missouri Integrated Model
- Higher levels of satisfaction with regard to regional and state-level support

Finally, DESE will support RPDCs and districts through:

- Increased collaboration within DESE divisions and across State agencies
- Increased capacity to support RPDCs and LEAs
- Higher levels of satisfaction by regional School Improvement Teams with regard to State support

Strategy for Implementation

The Missouri Integrated Model integrates the demonstrated qualities of evidence-based practices, rather than integrating prescribed methodologies or marketed instructional approaches. The intent of hinging the model on “what works” is to (a) provide a structure for problem solving current and future education needs and (b) construct an appropriate response for addressing the instructional needs of all students, regardless of educational trends or fads.

Implementation Stages

Drawing from the implementation research work of the National Implementation Research Network (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005), the stages of implementation are structured such to optimize successful start-up, purposeful innovation, scaling-up, and sustainability. Six stages of implementation are identified as critical to successful implementation and resulting sustainability.

1. Exploration & Adoption

The implementation of the Missouri Integrated Model begins with review of the current strengths and needs with regard to providing tiered-levels of academic and behavior support and incorporating the essential features into the functional essence of teaching all students. At the state, regional, district, and school levels, Exploration and Adoption includes the following:

- a. ***Taking Inventory*** by mapping the resources and expertise currently used, under-utilized, over-utilized, and needed.
- b. ***Looking at the Reality*** by examining current teaching and school administrative practices and processes through a self-study process.
- c. ***Setting Priorities*** that address the needs and systems changes with regard to feasibility and impact.

d. **Master Planning** that details action steps, timelines, and evaluation.

2. Program Installation

The second stage is to establish an environment supportive of implementation. At the state, regional, district, and school levels, awareness of the needs, examination of the reality, setting priorities, and planning steps for implementation have occurred. Before beginning initial implementation, the need for resources, procedural changes, and increased awareness of the program, as identified during exploration, should be addressed.

a. **Setting the Stage** by building a culture of collaboration, providing needed initial professional development, acquiring resources, promoting program awareness, and securing widespread buy-in for implementation to begin.

3. Initial Implementation

The current status of practices and procedures has been analyzed and the stage has been set for initial implementation. The environment is ready for initial implementation of the master plan. Initial implementation involves starting small (i.e. few schools and few districts).

a. **Taking Action** by beginning work as outlined in the master plan.

b. **Self-Monitoring** by incorporating purposeful reflection and evaluation such to measure adherence to the master plan, progress moving toward full operation, and results of actions taken.

c. **Plan Revisited** by deliberating on evaluation results and making informed decisions of resources and supports needed before beginning full operation.

d. **Getting Ready for Scaling-up** by detailing plans for expanding implementation efforts.

4. Full Operation

During initial implementation, districts and the state engage in a thoughtful process of what is working and what is not working as they implement on a small scale. Action plans are revisited and decisions are made about how to best scale-up implementation while maintaining fidelity to the model. Full operation is the next stage of taking implementation to scale. At a district level, full operation is implementation of the Missouri Integrated Model in all schools. At a state level, full operation is implementation of the Missouri Integrated Model across the state.

a. **Scaling-up** by applying the model to new settings. Districts select schools ready to begin the process of applying the model. Selected schools will begin with the first stage of implementation: Exploration and Adoption. It is expected that when districts first began implementation, the steps of exploration and adoption were thorough; thus many of the factors associated with exploration and adoption were likely considered. However, as districts begin implementation in additional schools, it is important to give credence to the unique characteristics of individual schools and how the unique characteristics will influence implementation. After exploration and adoption, scaling-up continues with leading schools through program installation and initial implementation. On a state level,

scaling-up similarly involves consideration for the unique characteristics of districts, program installation, and initial implementation.

5. Innovation

Innovation is the stage at which the model has been fully implemented and sufficient data has been gathered. Data is analyzed and interpreted. Based on interpretations of the data, innovative modifications, additions, and subtractions are made to the model. Fixsen et al. (2005) stress the importance of refraining from innovation until ample time has been permitted for full operation. Decisions regarding changes to the model must be informed by data and purposively planned; otherwise, the integrity of the model is jeopardized. Innovations to the Missouri Integrated Model will rely on state and regional leadership with input from district leadership.

- a. *Planning for sustainability* by deciding if innovations are necessary in order to sustain the effective features of the model and developing a plan to address needed innovations through a data informed process.

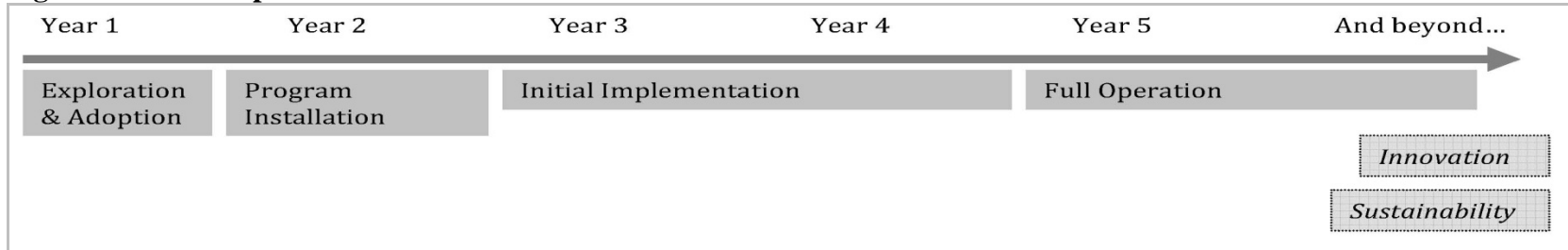
6. Sustainability

The ultimate goal is a sustainable model of services and supports that provides a valid, reliable, and evidence-based approach to responding to the education needs of all of Missouri's students. The Missouri Integrated Model is designed with a sustainability plan in mind. As schools, districts, and the state journey through the implementation stages, the foundation supporting sustainability is laid. However, while this is the last stage of implementation, the work is not complete. Schools, districts, and the state must continue to implement effective practices and make data-driven decisions, all while being ever mindful of the changing dynamics of student enrollment and needs.

Overview of Implementation Timeline

Each district and school will begin the implementation processes at the stage of Exploration and Adoption. Depending on the extent of experience and expertise of the district and/or school, the timeline for advancing through the stages of implementation will vary. The following diagram is an estimate of the time required for each stage of implementation.

Figure 3: MIM Implementation Timeline



The estimated amount of time required for the exploration and adoption will vary depending on prior experience. Likewise, time required for program installation will vary depending on the extent to which resources need to be acquired and initial professional development required. Full operation requires multiple years before innovation can be trustworthy. As mentioned, according to the research on successful implementation efforts resulting in sustainable programs, it is imperative that full operation occur for a sufficient amount of time as needed for gathering credible data before making innovative changes. Premature innovations have potential to jeopardize a program. Finally, after years of full operation and using data to adjust programmatic features accordingly, the systems change initiative becomes enmeshed in day-to-day practices and is sustained. The final stage of sustainability often takes over five years to achieve.

Support for Implementation

There are existing initiatives being implemented in Missouri that epitomize the integrated components of the Missouri Integrated Model and are demonstrating positive results for all students. During the initial implementation of the Missouri Integrated Model, these initiatives will continue to be promoted and supported. The initiatives include (a) Professional Learning Communities (PLC), (b) School-wide Positive Behavioral Support (SW-PBS), (c) Reading First (RF), (d) Response to Intervention (RtI), and (e) High Schools that Work (HSTW). The philosophies, principles, and practices inherent in these five methods embrace and employ the essential features of effective and responsive schools, as well as tiered levels of support.

Implementation Teams

The development and implementation of the integrated model involves guidance from Missouri stakeholders. The largest group of stakeholders is the ***Advisory Group***, which is comprised of approximately 150 representatives of Missouri state departments, agencies, and organizations. The role of the Advisory Group is to provide feedback throughout model development and implementation. The ***Implementation Team*** is a subset of the Advisory Group with targeted expertise in the components of the model. The role of the Implementation Team is to further refine the integrated model and provide guidance and feedback for the development of accompanying materials necessary for training and professional development. Finally, the smallest group is the

Management Team. The Management Team is comprised of DESE representatives and consultants. Their role is to provide organization, expertise, and resources necessary for finalizing the development of the model and associated materials, as well as facilitating implementation and collaboratively reviewing data. Regional, District, and Building Leadership Teams will be created to lead implementation of the MIM in schools and guide efforts to scale-up across the districts. The following table outlines information about the roles and key activities of the teams listed above.

Table 2: MIM Leadership Teams

Leadership	Role	Key Activities
MIM Statewide Leadership Teams		
<p>MIM Advisory Group <i>(Approximately 150 representatives of Missouri state departments, agencies, and organizations)</i></p>	<ul style="list-style-type: none"> • Provide statewide perspective regarding the MIM framework and implementation 	<ul style="list-style-type: none"> • Attend annual meetings • Provide guidance into MIM development & implementation
<p>MIM Implementation Team <i>(Subset of the MIM Advisory Group including RPDC directors and staff, DESE leadership, and other key stakeholders)</i></p>	<ul style="list-style-type: none"> • Provide expertise to the development of MIM training and supporting materials • Provide statewide and regional perspective regarding implementation of the MIM 	<ul style="list-style-type: none"> • Attend annual, statewide MIM meetings • Regular meetings during the development and implementation phases • Provide advice and feedback for MIM development and implementation. • Provide advice and feedback for the development of MIM materials & resources
<p>MIM Management Team <i>(DESE leadership and state contracted consultants with specific areas of expertise pertaining to the MIM)</i></p>	<ul style="list-style-type: none"> • Provide organization, expertise, and resources necessary for finalizing the development of the model, training, and materials • Support implementation • Lead development of MIM framework, training, and materials 	<ul style="list-style-type: none"> • Attend annual, statewide MIM meetings • Monthly meetings • Coordinate and conduct MIM Implementation Team and Advisory Group meetings • Ensure implementation of SPDG Grant • Design Implementation Facilitator role • Coordinate MIM training necessary for implementation • Collaboratively review data and share findings with the MIM Advisory Group and Implementation Team

Missouri Integrated Model (MIM)

Leadership	Role	Key Activities
MIM Regional, District, and School Leadership Teams		
Regional Leadership Team <i>(Implementation Facilitators, RPDC Directors, and RPDC consultants with content expertise necessary for implementing the MIM (i.e. tiered levels of support and building collaborative environments))</i>	<ul style="list-style-type: none"> • Provide regional perspective on the implementation of the MIM 	<ul style="list-style-type: none"> • Attend annual, statewide MIM meetings • Regular meetings during the pilot phase • Review regional implementation data and student data • Share findings and recommendations with statewide leadership teams and DESE
District Leadership Team <i>(District administrator, Pilot school administrator, District MIM coordinator, Implementation Facilitator, general education representative, special education representative, parent representative, community representative, RPDC director, RPDC consultants)</i>	<ul style="list-style-type: none"> • Provide district perspective on the implementation of the MIM • Support implementation in pilot schools • Support scaling-up the MIM to additional district buildings • Support structures promoting collaborative environments across the district 	<ul style="list-style-type: none"> • Attend annual, statewide MIM meetings • Regular meetings during the pilot phase • Conduct self-study of district capacity to implement the MIM • Coordinate trainings as needed • Guide planning and decision-making for district-level implementation of the MIM • Collaborate with the Implementation Facilitators and RPDC directors and consultants • Provide feedback to DESE regarding implementation efforts
Building Leadership Team <i>(Building administrator, general education teachers, special education teachers, parent representative, Implementation Facilitator)</i>	<ul style="list-style-type: none"> • Responsible for implementation of the MIM at the building level 	<ul style="list-style-type: none"> • Attend annual, statewide MIM meetings • Weekly meetings • Conduct self-study of building capacity to implement the MIM • Create and support a collaborative environment

Technical Assistance

During the five-year funding period of the State Personnel Development grant, the Missouri Integrated Model will be implemented in select districts from each of the nine RPDCs regions throughout the state. A system will be in place for schools to collaborate and receive mentoring. Implementation in districts will be supported by regional Implementation Facilitators, experts in the Missouri Integrated Model, as well as in high quality Professional Development and systems changes principles and practices. The Implementation Facilitator will collaborate with the regional school improvement team in each RPDC. The following table outlines the MIM support network.

Table 3: MIM Technical Assistance

Leadership	Role	Key Activities
MIM Technical Assistance		
Implementation Facilitators	<ul style="list-style-type: none"> • Provide technical assistance regarding MIM components and processes, infrastructure development, engaging stakeholders, and building a collaborative environment • Coordinate building efforts. 	<ul style="list-style-type: none"> • Attend annual, statewide MIM meetings • Attend monthly meetings with Regional, District, and Building Leadership Teams • Provide district and building level technical assistance • Provide technical assistance to RPDC staff on the components and processes of the MIM • Attend MIM training • Work with RPDC staff and district staff to implement MIM Action plan • Collaborate with the Implementation Team, as well as the Regional, District, and Building Leadership Teams
RPDC Directors	<ul style="list-style-type: none"> • Provide regional leadership • Support RPDC consultant work with MIM schools 	<ul style="list-style-type: none"> • Attend annual, statewide MIM meetings • Attend quarterly Regional Leadership Team meetings • Collaborate with Implementation Facilitators • Providing ongoing support to RPDC consultants working with MIM schools
RPDC Consultants	<ul style="list-style-type: none"> • Support implementation of the MIM by providing content expertise and ongoing professional development (i.e. tiered levels of academic and behavioral support and collaborative environments) 	<ul style="list-style-type: none"> • Attend annual, statewide MIM meetings • Provide ongoing professional development to schools as identified in district/building implementation plan • Provide content expertise to MIM Implementation Facilitators

Implementation Training and Materials

Information on the components, process, and evaluation of the Integrated Model, plus materials to facilitate training, are available online at www.mimschools.org. Through the efforts of the regional school improvement teams supported by the Missouri Department of Elementary and Secondary Education, it is expected that the Integrated Model will be implemented statewide within ten years. Thus, the Missouri Integrated Model is designed to be sustainable, creating lasting improvement in the education of all Missouri students.

Evaluation

Evaluation of the Missouri Integrated Model involves multiple processes and purposes. Included within the Missouri Integrated Model materials for districts are tools for measuring fidelity of implementation, documenting processes, organizing outcome data, and guiding the use of data to make informed decisions. On a state level, the evaluative measures collected by schools and

districts will be collectively interpreted by an external evaluator in collaboration with the MIM Management Team. Additionally, the external evaluator and MIM Management Team will be analyzing other statewide data (i.e. MAP scores, graduation rates, RPDC reports, and professional development evaluations). Annual reports provided by the external evaluators will chart the implementation and impact of the Missouri Integrated Model by reviewing the components of the model, the integrity of implementation processes, and the gradual outcomes.



Section II —CONTENT

Systems Approach to Integrating Evidence-based Practices

This section of the blueprint illustrates the Missouri Integrated Model (MIM) by describing “what it looks like” in terms of school systems and practices.

Considerations

It is important to acknowledge that implementation of the MIM will be influenced by varying considerations. Such considerations may include:

Size of building and district: numbers of students, teachers, and buildings

Location of district: urban, suburban, or rural

Community served: socio-economic status, cultural diversity, etc.

The recommended implementation processes are reflective and flexible in nature, thus facilitating the implementation of the MIM in schools and districts of varying sizes, locations, and community demographics.

MIM Systems and Practices

The remainder of this section traces the components of the MIM by describing “what it looks like” in terms of systems and practices. The following series of tables list the characteristics and provides example practices for each of the MIM essential features. The purpose of the tables is to illustrate a vision of what the MIM looks like when implemented.

The first series of charts address Building and Sustaining Capacity. This series is followed by the charts addressing Maximizing Resources and Making Informed Decisions.

While reading the *Characteristics* and *Practice Examples*, note the following:

- The *Characteristics* are the “What” and the *Examples of Practices* are the “How”
- The *Examples of Practice* are not exhaustive, but rather samples of actions steps or thought processes that describe the essential features in practice.
- For ease of reading, the *Characteristics* are categorized (note the bold headers). Note the consistency of many of the categories (i.e. Decisions, Integrated, and Leadership). There are many shared attributes between essential features that when pieced together form the integrated model.

Building & Sustaining Capacity

Shared Vision & Commitment		
<i>Commitment to the shared vision is essential for success and requires effective leadership and collaboration throughout all levels (state, regional, district, and building) and across key stakeholders.</i>		
Characteristics	Examples	
	Systems & Practices	Data Sources & Methods
<p>Vision: All school staff, administrators, and families share a common belief in and commitment to implementation of the MIM as a preventative framework using student outcome data to enhance the success of all students.</p>	<p>The need for MIM is established by addressing the following questions: What are the belief statements that drive the actions of the school? What is MIM? Why implement MIM? What are the benefits of MIM?</p> <p>The MIM process & procedures are codified in building/district policies.</p> <p>Each building/district has a shared vision, a mission, and common values that are visible and can be articulated by all staff.</p>	<ul style="list-style-type: none"> ✓ School vision/mission statement(s) displayed in school ✓ District vision/mission and how school vision/mission support district statements ✓ Surveys to faculty & staff (MSIP Advanced Questionnaire by scale and by item) ✓ Minutes of meetings that show discussion organized around vision, mission, values and goals ✓ Interview with staff, students, families, and community members about vision and commitment ✓ Artifacts, such as the school’s website, that represent or display vision, mission, and values ✓ Comprehensive School Improvement Plan (CSIP) that
<p>Commitment: Commitment for MIM is gained among 80% or more of school faculty and staff.</p>	<p>The level of consensus is routinely monitored and action is taken if the extent of consensus is not at the desired level.</p>	
<p>Communication: A system of ongoing communication is in place with stakeholders, including members of the community and parents. Presentations and discussions include all stakeholders and highlight connections between MIM, SPP, MSIP, and student outcomes.</p>	<p>A communication plan is developed answering the following questions: What information needs to be shared, including the sharing of data results? Which format(s) are best for each audience? Are there critical times information needs to be shared? Who is responsible for sharing information?</p>	
<p>Decisions: All school staff, administrators, and families are aware of data patterns/trends and have opportunities to participate in meetings in which results are discussed and problem solving occurs.</p>	<p>Data results are routinely summarized and shared with stakeholders in accessible formats, such as school newsletters, yearly reports, and school websites.</p> <p>Data, analysis processes, and results are routinely shared and discussed during staff meetings.</p>	

Building & Sustaining Capacity

Shared Vision & Commitment		
<i>Commitment to the shared vision is essential for success and requires effective leadership and collaboration throughout all levels (state, regional, district, and building) and across key stakeholders.</i>		
Characteristics	Examples	
	Systems & Practices	Data Sources & Methods
Integrated: Stakeholders are involved in conversations about integrating processes and how pulling together what works is consistent with the school’s vision, mission, and values.	Discussing ways to integrate processes and pulling together what works are central to school-wide and district-wide problem solving.	shows shared vision

Building & Sustaining Capacity

Leadership at State, Regional, District, and Building Levels		
<i>Leadership at all levels is critical to school improvement. Leadership teams at the state, regional, district, and building levels share a vision for and collaborate to support school improvement.</i>		
Characteristics	Examples	
	Systems & Practices	Data Sources & Methods
<p>Leadership: Leadership team provides and allocates the necessary technology, resources, and professional development activities essential for implementing tiered levels of support effectively.</p> <p>The District Leadership Team includes the District administrator, Pilot building administrator, District MIM Coordinator, general education representative, special education representative, parent representative, community representative, RPDC director, and RPDC consultants.</p> <p>The Building Leadership Team includes the Building administrator, general education teachers, special education teachers, a parent representative, and the Implementation Facilitator.</p> <p>The primary role of the Building Leadership Team is to guide and support planning, development, implementation, and evaluation of the MIM.</p> <p>The roles and responsibilities of each District /Building Leadership Team member are clearly identified and commonly agreed upon. Building Leadership Teams know what support to expect from the District Leadership Team.</p>	<p>Leadership team reflects on current practices and plans for integrating processes.</p> <p>Leadership team develops an action plan that systematically and formally implements the essential features and tiered levels of support to include identification of needed resources and funding.</p> <p>In forming leadership teams, administrators strive toward integration of teams and committees by answering: What existing committees/work groups can we eliminate, combine, or need to be supported for improved outcomes and functioning?</p> <p>Administrator encourages teachers as leaders by involving all teachers in MIM processes (i.e. providing feedback on MIM processes and implementation and forming learning communities, thus giving all teachers opportunities to share, provide insight, and learn).</p> <p>Leadership infrastructure is monitored as the MIM is implemented and data informs changes in infrastructure.</p>	<ul style="list-style-type: none"> ✓ MIM team meeting sign-in sheets that show leadership participation ✓ Minutes from meetings ✓ List of roles & responsibilities represented on MIM team ✓ School or district budget showing commitment to MIM implementation ✓ Survey to administrators (Leadership additive scale from MSIP AQ) ✓ Survey to faculty & staff (Leadership additive scale from MSIP AQ) ✓ Survey of community members/stakeholders

Building & Sustaining Capacity

Leadership at State, Regional, District, and Building Levels		
<i>Leadership at all levels is critical to school improvement. Leadership teams at the state, regional, district, and building levels share a vision for and collaborate to support school improvement.</i>		
Characteristics	Examples	
	Systems & Practices	Data Sources & Methods
<p>Commitment: Administrators articulate commitment to implementing the MIM and addressing systems change as needed.</p>	<p>Administrators are active in their MIM Leadership Team by attending all trainings and meetings, creating structures within their schools to allow teams to meet to implement tiered levels of support, and exploring resources to support staff in their learning and implementation.</p> <p>Leadership team meets regularly and maintains records of planning, policy, and decisions that establish an institutional memory for sustained and expanded implementation.</p>	<ul style="list-style-type: none"> ✓ District policy manual; CSIP ✓ Team meeting minutes ✓ Staff surveys/interviews ✓ Building schedules and procedure manual ✓ Page 25 same sources?
<p>Support: Leadership team creates a support system that facilitates:</p> <ul style="list-style-type: none"> (a) opportunities for administrators to meet with each other; (b) allocation of time and resources for professional development, data analysis, and collaborative problem solving; and (c) reflection on implementation processes in an ongoing manner and timely response to problems. 	<p>Staff can easily refer concerns to the Building Leadership Team regarding current or potential problem spots. The Building Leadership Team works with their MIM Implementation Facilitator and building staff to remedy problems or breakdowns in the implementation process.</p> <p>Included in the MIM action plan are clearly defined steps for ensuring time for professional development, data analysis, and collaborative problem solving. These opportunities are routinely included in the ‘order of business’ for staff meetings.</p>	<ul style="list-style-type: none"> ✓ On Page 24 add some of same sources from pages 23 & 25

Building & Sustaining Capacity

Leadership at State, Regional, District, and Building Levels		
<i>Leadership at all levels is critical to school improvement. Leadership teams at the state, regional, district, and building levels share a vision for and collaborate to support school improvement.</i>		
Characteristics	Examples	
	Systems & Practices	Data Sources & Methods
<p>Decisions: Leadership team has a formal problem-solving process in place to:</p> <ul style="list-style-type: none"> (a) conduct data-based decision-making using district, building and classroom data for academics and behavior, (b) align professional development with data, and (c) align teacher supports and needed resources with data. 	<p>The MIM action plan addresses the need for a formal problem solving process that:</p> <ul style="list-style-type: none"> (a) reviews data frequently, (b) considers existing data sources and addresses gaps in data sources, and (c) uses data to identify professional development, support, and resource needs and respond to such needs with an outcome driven plan. 	
<p>Integrated: District and Building Leadership Teams continuously seek ways to integrate processes that maximize resources, better address student needs, and lead to sustainable improved education.</p>	<p>District and building leadership (including MIM Leadership Teams, as well as other administrators) adopt a strategy of using data to drive instructional, professional development.</p>	

Building & Sustaining Capacity

Collaborative Environment		
<p><i>A collaborative environment supports and encourages continuous discussion, sharing, reflection, and problem solving about and toward a common goal. A collaborative environment embraces collaboration as the expected process for making decisions.</i></p>		
Characteristics	Examples	
	Systems & Practices	Data Sources & Methods
<p>Learning Community: An environment of collaboration permeates all levels of problem solving, decision-making, and planning with all teams.</p> <p>All building staff are considered members of a learning community.</p>	<p>Leadership team discusses the types and format of information needed across school staff, in order for all to be contributing members of a learning community.</p> <p>Leadership team reviews naturally occurring opportunities to include staff as members of a learning community.</p>	<ul style="list-style-type: none"> ✓ Advanced Questionnaire (Climate additive scale, collegiality and professionalism additive scale) ✓ CSIP ✓ Survey to MIM team on implementation
<p>Leadership: Administration prioritizes the professional learning community as a mechanism for holistically reviewing student outcome data and making instructional decisions.</p>	<p>Building principal actively participates in the learning community as prevention and intervention is discussed.</p>	<ul style="list-style-type: none"> ✓ Focus groups / interviews with staff about collaborative environment
<p>Decisions: The professional learning community systematically, routinely, and collaboratively reviews student data and makes instructional decisions regarding intervention and supports at the universal, targeted, and individualized levels.</p>	<p>Naturally occurring opportunities in which teachers are engaging in joint planning sessions are viewed as collaborative opportunities for reviewing data and problem solving.</p>	<ul style="list-style-type: none"> ✓ List of roles assigned to facilitate meetings ✓ District data analysis protocols
<p>Integrated: Collaboration is integrated across school-wide problem solving and decision-making practices, such as:</p> <ul style="list-style-type: none"> (a) adopting evidence-based practices, (b) evaluating the effectiveness of the core instruction, (c) delivering tiered levels of support, (d) reviewing student data, (e) involving parents and the community, (f) identifying needed resources and support, and (g) changing school-wide systems 	<p>Administrators embrace the mindset of collaborative problem solving and decision-making by establishing and ensuring routine opportunities for collaboration and communication.</p>	<ul style="list-style-type: none"> ✓ Artifacts from team meetings (agendas, minutes, units & common assessments developed, instructional decisions made)

Building & Sustaining Capacity

Ongoing Professional Development		
<p><i>Professional development is ideal when it is research-based, ongoing, tailored to the needs of participants, integrated within school improvement planning, focused on student improvement, and incorporates opportunities for practice and feedback.</i></p>		
Characteristics	Examples	
	Systems & Practices	Data Sources & Methods
<p>Fluency: The Building/District Leadership Teams nurture expertise within buildings to develop fluency in implementing universal, targeted, and individualized levels of academic and behavior support.</p> <p>Professional development is ongoing and allows staff to explore techniques and implement them effectively with students.</p>	<p>Everyone working in the school participates in MIM training and implements all components used throughout the school.</p> <p>Professional development activities are available for all staff, including teachers, paraprofessionals, principals, and families when applicable.</p> <p>Teachers are provided with a description of high-quality professional development and asked to reflect on their professional development experience each year.</p>	<ul style="list-style-type: none"> ✓ Attendance, evidence of participation, certificates for PD ✓ Professional development evaluations ✓ Survey of person in charge of professional development ✓ Documentation of alignment of professional development with MIM action plan & CSIP
<p>Leadership: There is administrative commitment to continuous improvement of all staff within each building and district.</p>	<p>The district formally adopts a long term professional development plan for all staff and administrators with activities directly tied to practices that support the implementation of the MIM.</p> <p>Schools collaborate with the Regional Professional Development Center to provide staff with needed training in targeted areas.</p> <p>District professional development plans address the National Staff Development Council’s Standards for staff development and align professional development opportunities with state standards and indicators.</p> <p>Schools collaborate with the MIM Implementation Facilitator to establish a collaborative, results-based plan</p>	<ul style="list-style-type: none"> ✓ Documentation that professional development is targeted toward specific improvements ✓ Perpetual annual calendar of training dates, topics, expected outcomes across targeted groups

Building & Sustaining Capacity

Ongoing Professional Development		
<i>Professional development is ideal when it is research-based, ongoing, tailored to the needs of participants, integrated within school improvement planning, focused on student improvement, and incorporates opportunities for practice and feedback.</i>		
Characteristics	Examples	
	Systems & Practices	Data Sources & Methods
	for providing professional development.	
Decisions: Decisions regarding the content and delivery of professional development are aligned with data-indicated needs and desired outcomes.	The MIM professional development (PD) plan includes methods of evaluating the results of provided PD toward understanding and implementing the MIM.	
Collaboration: Professional development opportunities focus on collaborating and enhancing instructional practices.	Workshops, training, and technical assistance provide opportunities for participants to practice collaborative problem solving.	
Integrated: All professional development activities are directly and explicitly aligned to the principles and practices of the MIM.	A PD plan to address the MIM essential features and tiered levels of academic and behavior support is written for each building and district and incorporated into the districts PD plan.	

Building & Sustaining Capacity

Educator Support through Mentoring and Coaching		
<i>Mentoring and coaching are professional development tools used to teach and support educators during implementation of new techniques or strategies to ensure student improvement</i>		
Characteristics	Examples	
	Systems & Practices	Data Sources & Methods
<p>Fluency: Educators receive ongoing coaching and mentoring needed to implement evidence-based practices and to ensure fidelity of implementation.</p> <p>Regular opportunities for teacher assistance for academic and behavior support are available in the classroom.</p>	<p>Educators demonstrating fluency in implementing tiered levels of academic and behavior supports are matched with novice educators to provide ongoing coaching or mentoring, depending on the educator’s level of need.</p>	<ul style="list-style-type: none"> ✓ Classroom observations ✓ Documentation of coaching/mentoring training availability
<p>Leadership: Leadership team acknowledges the need for accessible and timely coaching and mentoring by developing a system that pairs teachers with expertise with their colleagues in need of coaching or mentoring.</p>	<p>Administrators assess the level of expertise in providing tiered levels of support across the district and provide release time for on-site coaching.</p>	<ul style="list-style-type: none"> ✓ List of staff who have participated in coaching/mentoring training ✓ Coaching/mentoring evaluations
<p>Integrated: Mentors and coaches are trained in the integrated components and processes of the MIM and provide guidance with implementing tiered levels of academic and behavior support.</p>	<p>Educators identified as ready and willing to be coaches or mentors receive coaching/mentor training, time for networking as coaches and mentors, and time to provide coaching or mentoring.</p>	<ul style="list-style-type: none"> ✓ Attendance at meetings/conferences related to mentoring ✓ CSIP ✓ Perpetual annual calendar of training dates, topics, expected outcomes across targeted groups

Building & Sustaining Capacity

Culturally Responsive Practices		
<i>Culturally-responsive practices are learner-centered practices that take into account all aspects of each student’s identities and backgrounds. These practices include instructional methods, instructional materials, evaluation methods, and student learning styles and abilities.</i>		
Characteristics	Examples	
	Systems & Practices	Data Sources & Methods
<p>Cultural competency: Building staff recognize and value the diversity of all students.</p> <p>Learning histories of all staff and students are used to enhance learning for all.</p> <p>Acquisition of cultural competency is recognized as a journey requiring multiple years of exposure to information about cultural differences, responsiveness, and implications for all learners.</p>	<p>The Building and District Leadership Teams (involving parents and the community) identify potential issues of diversity, seek stakeholder input to further specify the nuances of issues, and develop a collaborative approach to problem solving and response.</p> <p>Teachers and staff recognize all students bring unique learning histories to the classroom and provide learner-centered differentiated instruction.</p>	<ul style="list-style-type: none"> ✓ Advanced Questionnaire (Differentiated Instruction and Data Use additive scales) ✓ Classroom observations ✓ Professional development agenda showing training in culturally responsive practices
<p>Community Involvement: Community and parent participation is used to inform responsive practices. Information is provided to parents and the community in multiple formats to account for diversity.</p>	<p>Community members and parents are active participants in the school community and are invited to problem solve issues of diversity.</p>	<ul style="list-style-type: none"> ✓ Evaluate subgroup data for gaps ✓ CSIP
<p>Decisions: The quality of the core instruction in addressing the diversity of all learners is routinely evaluated.</p>	<p>The process for collaboratively reviewing data includes a process for identifying students that are struggling and determining if the core instruction is not meeting the needs of students of differing learning histories and cultural backgrounds.</p>	<ul style="list-style-type: none"> ✓ Curriculum “highlights” depicting cultural focuses ✓ Lesson plans depicting cultural awareness and inclusion
<p>Integrated: Culturally responsive, learner-centered practices are inherent in school-wide activities (classroom instruction, parent-teacher conferences, extracurricular activities, etc.).</p>	<p>Building and District Leadership Teams identify a timeline for achieving cultural competency and provide professional development matching staff needs for information.</p> <p>Teachers are learner-centered in their planning for and delivering instruction, measuring student progress, and designing intervention as needed.</p>	<ul style="list-style-type: none"> ✓ Review of Kids Count report distributed annually through OSEDA (analysis of demographics by Missouri county)

Maximizing Resources Needed for Innovation

Resource Mapping		
<i>Resource mapping is a collaborative process used to identify available resources in order to augment current services and avoid duplication of services, as well as to identify resources that are missing.</i>		
Characteristics	Examples	
	Systems & Practices	Data Sources & Methods
Leadership: Districts and building leadership identify current resources available to them within their schools and communities to enhance the implementation of the MIM.	Building and District Leadership Teams identify existing resources to support implementation of tiered levels of behavior and academic support.	<ul style="list-style-type: none"> ✓ Resource mapping artifacts including: anticipated/desired learning experiences for educators and students; state, local and community support and involvement; stakeholder preparation; and evaluation, assessments, and outcomes ✓ Meeting minutes showing engagement with community & parents ✓ Inventory/directory of resources ✓ District/Board program evaluation processes that outline review of programs for alignment with mission and success in meeting needs ✓ Documentation that action plan addresses gaps identified through resource mapping
Educator Support: Resource mapping identifies innovative ways of supporting educators in their implementation of the MIM.	Building and District Leadership Teams participate in resource mapping to create ways to effectively support staff through their implementation of the MIM.	
Communication: Resource mapping involves input across stakeholders including all school staff, the community, and families.	The MIM school engages the community and parents in identifying available resources (i.e. specific expertise, technology support, volunteers).	
Decisions: Resource mapping is used to identify resources that can be used to enhance the interventions used to meet the individual needs of each student. These resources may exist within the school or the community, or may need to be developed	The resource mapping process is used regularly in MIM schools and districts to identify resource needs. Gaps in resources are identified and a plan for addressing the need is collaboratively developed and implemented.	
Integrated: Available resources at the universal, targeted, and individualized levels are accessible to and utilized by teachers and families to meet the diverse needs of students.	The MIM schools and districts map existing resources, including human, program, and funding assets within the school, district, and community.	

Maximizing Resources Needed for Innovation

Family and Community Involvement		
<i>Responsive schools involve families and communities. Involvement of family and community members informs and reinforces school improvement efforts by helping to maximize resources and facilitate responses to student needs.</i>		
Characteristics	Examples	
	Systems & Practices	Data Sources & Methods
<p>Participation: A system is developed to include families and community members as key stakeholders in the MIM implementation process.</p> <p>Parent participation is included in the planning and implementation of the MIM in schools. Ideally, parents are involved at the state, regional, and district level, as well as the building level.</p>	<p>The MIM District & Building Leadership Teams include parent and community representation.</p>	<ul style="list-style-type: none"> ✓ Advanced Questionnaire (Parental Involvement and Community Capital additive scales) ✓ Artifacts showing dissemination of information to families ✓ Meeting minutes showing consideration of feedback from families ✓ Attendance of parents at CSIP meetings, parent teacher conferences, and school events ✓ Attendance of school personnel at community events
<p>Communication: A system of ongoing communication with stakeholders is in place and includes families and community members.</p> <p>MIM information is shared with families and other community members in a variety of ways.</p>	<p>The MIM school has a system of regularly sharing information with families and community members and involving families and community members in school activities. Examples include newsletters, special publications, brochures, presentations at parent meetings, and websites.</p>	
<p>Decisions: Family and community feedback is gathered and utilized to inform decisions.</p>	<p>The MIM school uses feedback from families and the community, along with student progress data, to evaluate the effectiveness of the core curriculum and make decisions regarding appropriate preventative activities and interventions.</p>	
<p>Integrated: Families and community members are aware of state standards and benchmarks, overviews of student outcomes, and school-wide strategies for addressing academic and behavior goals.</p>	<p>The MIM school adopts a dependable system of sharing information with families and the community regarding implementation of the MIM and overview of student progress.</p>	

Making Informed Decisions

Evidence-based Practices		
<i>Evidence-based practices are supported with empirical evidence of effectiveness using methods that are reproducible and appropriate for the studied environment and circumstances.</i>		
Characteristics	Examples	
	Systems & Practices	Data Sources & Methods
<p>Evidence-based: Districts and schools consistently implement evidenced-based practices to address diverse learning and behavioral needs.</p> <p>The school staff supports students academically and behaviorally by making appropriate changes to the curriculum, instruction and environment.</p>	<p>District develops criteria for evaluating the evidence-base of a proposed instructional practice.</p> <p>Teachers and staff receive feedback on the efficacy of implementation of MIM practices.</p> <p>Teachers are proficient in effective lesson design and differentiated instruction in the classroom.</p>	<ul style="list-style-type: none"> ✓ Structured classroom observations; MSIP walkthrough ✓ Observation schedule/protocol ✓ Faculty surveys; parent surveys; student surveys
<p>Leadership: Administrators are committed to assuring evidence-based prevention and intervention programs are identified, implemented, and evaluated at the student, classroom, and system level.</p>	<p>District leaders ask: What is being taught? Are teachers implementing the written standards and benchmarks? Are teachers implementing the curriculum as designed? Are priority skills in the content areas addressed at the correct time of the year with the needed amount of emphasis?</p> <p>School leaders ask: How is implementation of instruction monitored? Are all teachers implementing effective instructional strategies? Are instructional supports, such as coaching and mentoring, in place? Is the core instruction sufficiently differentiated to meet the needs of all students?</p>	<ul style="list-style-type: none"> ✓ Procedures for universal screening to assess strengths and challenges of all students in academic achievement and behavior ✓ Academic and student performance and preparedness data ✓ Curriculum guide/map that includes instruction (strategies)
<p>Educator Support: Educators receive the training and support they need to determine evidence-based practices and implement with fidelity.</p> <p>Educators receive the training and support they need to implement tiered levels of academic and behavior supports.</p>	<p>The Building Leadership Team monitors fidelity of implementing tiered levels of academic and behavior support and follows-up with implementation inconsistencies with coaching or professional development, depending on the scope and type of need.</p>	<ul style="list-style-type: none"> ✓ District/Board program evaluation processes ✓ District data analysis protocols ✓ Quarterly or semi-annual MIM

Making Informed Decisions

Evidence-based Practices		
<i>Evidence-based practices are supported with empirical evidence of effectiveness using methods that are reproducible and appropriate for the studied environment and circumstances.</i>		
Characteristics	Examples	
	Systems & Practices	Data Sources & Methods
<p>A process is in place to check the fidelity of curriculum implementation at all tiers with feedback.</p> <p>Coaching for teachers is provided throughout the year.</p>		<p>team report</p> <p>✓ MIM Fidelity checklists</p>
<p>Communication: A stated commitment to evidence-based practices is communicated to community members and families.</p>	<p>Communication with parents and the community (newsletters, website, etc.) profile the evidence-based practices being used in the school and the positive outcomes experienced by students.</p>	
<p>Decisions: Districts and schools evaluate the evidence of effectiveness before adopting new practices.</p> <p>Districts and schools evaluate the effectiveness of current practices to determine appropriateness for continuation or need for modifications.</p> <p>Teachers collaborate to make prevention and intervention decisions based on student outcome data.</p>	<p>The school and district leadership teams review the core evidence-based instruction by answering: What elements need to be included in an effective core instructional program? Which instructional strategies are most effective to address the area(s) of concern?</p> <p>The school uses a universal screening system to assess strengths and challenges of all students in academic achievement and behavior and uses this data to evaluate the effectiveness of the core instruction.</p> <p>Teachers review student data, monitor progress, collaboratively problem solve why the student is struggling, and implement interventions.</p>	

Making Informed Decisions

Evidence-based Practices		
<i>Evidence-based practices are supported with empirical evidence of effectiveness using methods that are reproducible and appropriate for the studied environment and circumstances.</i>		
Characteristics	Examples	
	Systems & Practices	Data Sources & Methods
Integrated: The integrated components of the Missouri Integrated Model support multiple sources and levels of data to verify the evidence-based practices are implemented with fidelity and are appropriate for the diversity of learners.	School-wide implementation of tiered levels of academic and behavior support begins with answering: Is the core instruction effective? What training and support do teachers need to implement with fidelity? Are student progress monitoring methods credible and appropriate?	

Making Informed Decisions

Data-based decision-making		
<i>Data-based decision-making involves using data from all available sources, including state, local and classroom-based assessments and evaluations to drive decisions for educational practices and targeted interventions to improve student performance.</i>		
Characteristics	Examples	
	Systems & Practices	Data Sources & Methods
<p>Leadership: Administrators and the school staff have a shared responsibility for data-based decision-making and problem solving to improve student academic and behavioral achievement.</p>	<p>The MIM Building Leadership Team meets at regularly scheduled times to analyze district/school-wide data for instructional decision-making.</p> <p>The District and Building Leadership Teams have a formal process in place to annually review the implementation of decisions made as a result of data-based decision-making and new evidence/research.</p>	<ul style="list-style-type: none"> ✓ Meeting minutes show discussion of district/school-wide data ✓ Faculty surveys ✓ Artifacts (graphs, charts, etc.) from presentations of school data that show the level of drill-down and decisions resulting
<p>Educator Support: District and school staff receive training and coaching on the use of data for progress monitoring and making informed decisions regarding school-wide, as well as individualized interventions.</p>	<p>The MIM Building Leadership Team evaluates the level of comfort with data among teachers and provides training, professional development, and coaching to increase their comfort with data and their ability to collect and use data to improve their teaching.</p>	<ul style="list-style-type: none"> ✓ Determination of indicators of academic success ✓ District data analysis protocols
<p>Communication: Data are shared with staff in accessible and usable formats.</p> <p>Data are used to make summative evaluations.</p> <p>Stakeholders are aware of data patterns/trends and participate in meetings where data is analyzed and discussed.</p>	<p>Data are summarized into charts and graphics that facilitate interpretation among all staff and community members.</p> <p>Ongoing communication with the community and families (i.e. newsletters and website) include highlights of data results.</p>	<ul style="list-style-type: none"> ✓ Advanced Questionnaire (Data Use additive scale) ✓ Behavioral/social data monthly review (average number of referrals per day per month, time of day of incidents, location of incidents, students involved (via an assigned student number to protect confidentiality), and type of incident)
<p>Decisions: The team conducting system-level problem-solving uses multiple sources of data (i.e. outcome assessments, screening assessments, and</p>	<p>The MIM school uses an information system that:</p> <p>(a) specifies a comprehensive set of behaviors that</p>	

Making Informed Decisions

Data-based decision-making		
<i>Data-based decision-making involves using data from all available sources, including state, local and classroom-based assessments and evaluations to drive decisions for educational practices and targeted interventions to improve student performance.</i>		
Characteristics	Examples	
	Systems & Practices	Data Sources & Methods
<p>student progress data)</p> <p>A system for entering, storing, summarizing, and displaying data is easy to use and is not a burden on staff time.</p> <p>The District and Building Leadership Teams have a formal process in place to annually review the implementation of decisions made as a result of data-based decision-making and new evidence/research.</p> <p>The District and Building Leadership Teams have a formal process in place to review student data from all indicators of student success and make necessary changes in the processes for data-based decision-making, including data analysis, decision rules and system responsiveness.</p>	<p>are of concern and interest to the school in decision-making;</p> <p>(b) defines each behavior in terms that are measurable, distinctive, and mutually exclusive;</p> <p>(c) includes procedures that take a minimal amount of time and resources to collect, store/enter, summarize, retrieve, and display the data; and</p> <p>(d) utilizes collaborative processes to regularly review and act on data.</p>	
<p>Integrated: Multiple data sources are used to identify students who are not successful with universal strategies alone.</p>	<p>The MIM school pulls together multiple data sources, develops a system for addressing gaps in data, analyzes the collective data, and uses results to make prevention and intervention decisions.</p>	

Making Informed Decisions

Progress Monitoring		
<i>Progress monitoring is a scientifically based practice that is used to assess academic and behavior performance and evaluate the effectiveness of instruction. Progress monitoring, when paired with universal screening, provide necessary information for evaluating the effectiveness of the core instruction and measuring student progress.</i>		
Characteristics	Examples	
	Systems & Practices	Data Sources & Methods
<p>Assessment: Screening measures are aligned with student outcomes represented in district/state standards and benchmarks.</p> <p>Ongoing assessment is used to monitor progress toward measurable goals.</p> <p>Screening tools that are standardized, reliable, valid, and brief are administered to all students several times each school year.</p> <p>Assessment tools are simple, efficient, effective, and are sensitive to small changes.</p>	<p>The Building Leadership Team articulates what students are expected to know and be able to do at the universal level.</p>	<ul style="list-style-type: none"> ✓ Process in place to monitor the academic and behavior progress of all students ✓ Meeting minutes and sign-in sheet showing that faculty have participated in training on curriculum-based measures ✓ Benchmarked goals which allow for tracking of progress over both the short- and long-term
<p>Leadership: School and district leadership view progress monitoring as critical to providing a high quality education, aligning assessment measures with state standards and benchmark, and routinely reflect on student outcomes to assess the effectiveness of prevention and intervention activities.</p>	<p>The Building Leadership Team answers: What does our assessment data tell us about students’ instructional and behavioral needs? Is the core program at the universal level sufficient? If not, then why? Are the important elements for success in the content area being assessed? Are the assessments technically adequate? Are the assessments being administered frequently enough? How are data being used? Are unnecessary assessments being used?</p>	<ul style="list-style-type: none"> ✓ Action plan re-evaluated; successes identified ✓ District data analysis protocols ✓ Artifacts demonstrating visual tracking of progress or trends
<p>Educator Support: Educators receive the training and information they need to administer screenings and conduct ongoing progress monitoring.</p>	<p>Educators participate in professional development on the use of screening and progress monitoring practices, interpretation of results, and implications for instruction. Hanging piece</p>	

Making Informed Decisions

Progress Monitoring		
<i>Progress monitoring is a scientifically based practice that is used to assess academic and behavior performance and evaluate the effectiveness of instruction. Progress monitoring, when paired with universal screening, provide necessary information for evaluating the effectiveness of the core instruction and measuring student progress.</i>		
Characteristics	Examples	
	Systems & Practices	Data Sources & Methods
Decisions: Systems are in place at the school level to monitor the progress of each student and to provide the information necessary, in order to select targeted interventions or accommodations.	The Building Leadership Team uses a data-based method to determine the percentage of students whose needs are being addressed at the universal level. Regular use of progress monitoring tracks student progress, evaluates response to intervention, documents results, and revises prevention and intervention options as needed.	
Integrated: Progress monitoring processes account for both academic achievement and behavior outcomes for students.	Educators in MIM schools use progress monitoring to track both academic achievement and behavior, evaluate response to intervention, document results, and revise prevention and intervention options as needed.	



Section III—PROCESS Implementation Guide and Tools for Pilot Schools

This section of the blueprint outlines “how you do it” in terms of implementing the Missouri Integrated Model. In Section I, the “What is it?” about the Missouri Integrated Model components and processes is described. Section II provides examples of “What does it look like?” This section walks through the “How do you do it?” by describing the questions, planning, and activities MIM pilot schools will undergo as they implement the Missouri Integrated Model. This timeline is suggested, not mandatory. Different building and districts will vary in when each component is completed.

During the first year, pilot MIM schools will do the following:

1. complete the MIM Getting Ready Toolkit (September-October),
2. complete the MIM Self-Study (October-December),
3. complete Action Planning (January), and
4. begin addressing items of priority on the Action Plan (February-May).

There are three accompanying tools to guide schools and districts with implementation.

- Getting Ready Toolkit
- Self-Study Guide
- Action Plan Toolkit

Districts and schools will work with their Implementation Facilitators as they go through the implementation processes and use the tools to guide their planning and activities.

Getting Ready

Getting started with the MIM involves gathering stakeholders to share information about the MIM, beginning initial discussions about current practices, and establishing leadership teams. The first step is to gather stakeholders to discuss the MIM and their interest in implementation. Once schools and districts commit to implementing the MIM, they will participate in a statewide Kick-Off Meeting. At the Kick-Off Meeting, school and district representatives will learn about the model, processes, and support network. School and district representatives will also begin discussing current practices and planning for the MIM Self-Study process. The second step is to prepare for the MIM Self-Study by using the MIM Getting Ready Toolkit. This preparation for the self-study involves initial discussions of current practices and available resources, meeting with the Implementation Facilitators and Regional Implementation Team from the RPDC, and

Getting Ready
Step 1. Gather interested stakeholders
Step 2. Prepare for self-study

establishing MIM leadership teams. During the Kick-Off Meeting, school and district representatives will reflect on the extent to which their current practices demonstrate (a) shared vision and commitment, (b) leadership capacity to begin the self-study and ultimately systems change, and (c) an effective collaborative environment. These attributes are key to establishing Building and District Leadership Teams and to engaging the school community in the MIM Self-Study process.

Specifically, the Getting Ready Discussion poses the following points for discussion.

Shared Vision & Commitment

1. Discuss your school’s vision, mission, and value. Discuss your district’s vision, mission, and values. Do they align? Are staff, parents, and students familiar with these?
2. Do all teachers and support staff take responsibility for all children in the school? Is there shared responsibility for students at-risk of failure or identified as needing remedial and/or special instruction (including gifted)?
3. How are families meaningfully involved in their child(ren)’s learning?

Leadership

1. Is there district-level and school-level administrator support for implementing tiered levels of academic and behavior support?
2. How many leadership teams does your school and district currently have? Do these teams share a purpose and mission?
3. If multiple leadership teams exist, how can the purpose and work of the teams be integrated to form a unified leadership team for leading efforts to integrate academic and behavior supports?
4. What is the representation on the leadership teams? In preparation for integrating academic and behavior supports, what roles or expertise are missing?
5. Are parents represented on leadership teams?
6. Who would be good candidates for the MIM Building Leadership Team? For the MIM District Leadership Team?

Collaborative Environment

1. Do teachers and administrators engage in collective inquiry by questioning the status quo, seeking new methods, testing new methods, and collaboratively reflecting on results?
2. Do teachers and administrators engage in shared learning and work together for continuous improvement?
3. Are teachers and administrators collaboratively *action oriented*—recognizing that learning occurs by taking action and are willing to experiment?
4. Are teachers and administrators *results oriented*—using ongoing assessment and data to monitor progress and work toward measurable results?

Initial Thoughts on Current Practices

1. Describe how you currently address the needs of students who are experiencing academic or behavioral difficulties.
2. Describe your current process for problem solving around student concerns.
3. Describe how change is implemented in your school.
4. Describe current school priorities and needs.
5. Discuss support professionals that have contributed to your efforts (i.e. coaches, RPDC consultants, community members, etc.).
6. What experiences have you had in implementing tiered levels of behavior and/or academic support?

Resources

1. What resources are available for teachers and staff to support student needs?
2. Do teachers and staff access these resources?
3. Based on the current needs of students, are resources and expertise lacking?
4. In the upcoming years, are changes in the types of needed resources and expertise expected?

These discussion points are intended to prompt initial conversations that will continue throughout the MIM Self-Study. In the Getting Ready Toolkit, the discussion, supporting data, and needs for additional information can be recorded. Additionally, the toolkit provides guidance for establishing MIM District and Building Leadership Teams.

See the MIM Getting Ready Toolkit for useable worksheets.

Self-Study

The purpose of the MIM Self-Study Guide is to assist MIM pilot schools and districts in determining the extent to which their systems and practices are aligned with the MIM essential features and provide a foundation for universal academic and behavior support. This guide is designed with the pilot MIM school building as the focus. As the pilot MIM school building works through the self-study and into subsequent years of implementation, the MIM will be scaled up to additional schools with the eventual goal of being district-wide.

The MIM Self-Study should be completed by the MIM District and Building Leadership Teams, with guidance from the Implementation Facilitator, and in collaboration with stakeholders and the Regional Professional Development Consultants. The Self-Study involves examining numerous indicators reflecting MIM practices (essential features and tiered level of academic and behavior support). As the self-study is completed, districts and schools will “take inventory” of current resources, skills, and expertise and “look at the reality” of current practices. In order to comprehensively and collaboratively complete the self-study, leadership teams must engage all school staff and the community in discussion about the MIM, evaluating current practices using current and reliable data from multiple sources, and work closely with the MIM support network to facilitate the process.

The MIM Self-Study Guide is organized into two sections: the self-assessment and the assessment summary. The self-assessment contains a series of indicators pertaining to the MIM Essential Features and Tiered Levels of Academic and Behavior Supports. These indicators reflect universal practices at a systems-level. The assessment summary provides a method of organizing self-assessment results such to guide Action Planning (see the MIM Action Plan Toolkit).

See the MIM Self-Study Guide for useable worksheets.

The method of self-assessment requires MIM Leadership Teams to reflect on current universal practices corresponding to the MIM essential features, as well as tiered levels of academic and behavior support. Based on an extensive review of the research literature and national technical assistance center products (see the references at the end of the MIM Blueprint), a series of indicators describing school-wide practices were developed. For each indicator, MIM Leadership Teams should record the current status of the practice and data used to make the status determination, as well as discuss the prioritization for addressing the item.

The self-assessment of current practices involves consideration for the degree to which the practice is integrated into the school-wide system addressing the diversity of all learners and promoting student success. With a rubric designed to parallel the stages of

implementation (see Section I, Implementation Strategies), leadership teams record the status of current practices. The rubric is as follows.

Status of Current Practices

(0) Not in place: *Indicator has not been considered.*

(1) Not in place-Conversation Stage: *Initial conversations have occurred and strategies for addressing the indicator are being considered.*

(2) Not in place-Planning Stage: *A plan for addressing the indicator has been developed and includes identification of relevant data sources and professional development needs.*

(3) Partially in place: *We have at least 1 data source to demonstrate we are working toward school-wide implementation.*

(4) In place: *We have multiple data sources, collected over the past year, to demonstrate evidence of the indicator school-wide.*

(5) In place-Sustainability: *We have multiple data sources, across multiple years, to demonstrate resulting positive outcomes.*

The results of the MIM Self-Study will be used to develop and implement a MIM Action Plan. As part of the MIM Action Plan, leadership teams will need to develop a timeline for taking action. Which indicators represent priority areas for improvement? When determining priority, teams will jointly consider the level of impact and feasibility. Considering the balance between feasibility and impact, teams will record high/low impact and high/low feasibility.

		Impact	
		High	Low
Feasibility	High	(HI/HF) <i>High impact/High feasibility</i>	(LI/HF) <i>Low impact/High feasibility</i>
	Low	(HI/LF) <i>High impact/ Low feasibility</i>	(LI/LF) <i>Low impact/Low feasibility</i>

Central to the MIM, is the collection of meaningful data and ongoing review of results to inform decision-making. For each indicator, the data source that informed determination of status is recorded. If additional data needs to be collected, the potential source of data and system for collecting the data are identified.

Data	
Evidence	Additional data to be collected
<i>Results and interpretation</i>	<i>Data sources and systems</i>

The following is a list of the indicators included in the self-assessment. Section II of this blueprint provides characteristics and examples of the MIM which may assist leadership teams in reflecting on their current practices in an integrated manner consistent with the Missouri Integrated Model.

Building & Sustaining Capacity

Shared Vision & Commitment

- SV1. Vision:** All school staff and administrators share a common belief in and commitment to using student outcome data to enhance the success of all students.
- SV2. Commitment:** Commitment for school improvement is evident among school faculty and staff.
- SV3. Communication:** A system of ongoing communication is in place with stakeholders, including members of the community and parents.
- SV4. Communication:** All school staff, administrators, and families are aware of data patterns/trends and have opportunities to participate in meetings.
- SV5. Decisions:** All school staff, administrators, and families are involved in meetings in which data results are discussed and problem solving occurs.
- SV6. Integrated:** Stakeholders are involved in conversations about integrating processes and how pulling together what works is consistent with the school's vision, mission, and values.

Leadership

- L1. Leadership:** Administrators provide and allocate the technology and resources necessary for effectively implementing tiered levels of support.
- L2. Commitment:** Administrators articulate commitment to implementing tiered levels of academic and behavior supports.
- L3. Educator Support:** Administrators allocate time and resources for professional development.
- L4. Educator Support:** Administrators allocate time and resources for data analysis and collaborative problem solving.
- L5. Decisions:** A formal problem solving process is in place to conduct data-based decision-making using district-wide data for academics and behavior.
- L6. Decisions:** A formal problem solving process is in place that aligns professional development with data.
- L7. Integrated:** Administrators and teachers continuously seek ways to integrate processes that maximize resources, better address student needs, and lead to sustainable improved education.

Collaborative Environment

- C1. Learning Community:** Teachers and administrators engage in shared learning and action planning.
- C2. Leadership:** Administration prioritizes the professional learning community as a mechanism for holistically reviewing student outcome data and making instructional decisions.
- C3. Decisions:** The professional learning community systematically, routinely, and collaboratively reviews student data and makes instructional decisions regarding intervention and supports at the universal, targeted, and individualized levels.
- C4. Integrated:** Collaboration is integrated across school-wide problem solving and decision-making practices.

Ongoing Professional Development

- PD1. Fluency:** Expertise exists within buildings to support implementation of universal, targeted, and individualized levels of academic and behavior support.
- PD2. Leadership:** There is administrative commitment to continuous improvement of all staff within each building.
- PD3. Decisions:** Decisions regarding the content and delivery of professional development are aligned with data-indicated needs and desired outcomes.
- PD4. Collaboration:** Professional development opportunities focus on collaborating and enhancing instructional practices.
- PD5. Integrated:** All professional development activities are directly and explicitly aligned to address observed needs and improve student outcomes.

Educator Support through Mentoring & Coaching

- MC1. Fluency:** Educators receive ongoing coaching and mentoring needed to implement evidence-based practices and to ensure fidelity of implementation.
- MC2. Leadership:** Leadership team acknowledges the need for accessible and timely coaching and mentoring by developing a system that pairs teachers with expertise with their colleagues in need of coaching or mentoring.
- MC3. Integrated:** Mentors and coaches provide guidance with implementing tiered levels of academic and behavior support.

Culturally Responsive Practices

- CR1. Cultural competency:** Building staff recognize and value the diversity of all students.
- CR2. Community Involvement:** Information is provided to parents and the community in multiple formats to account for diversity.
- CR3. Decisions:** The quality of the core instruction in addressing the diversity of all learners is routinely evaluated.

CR4. Integrated: Culturally responsive practices are evident in interactions with students and parents.

Maximizing Resources Needed for Innovation

Resource Mapping

- R1. Leadership:** Administrators access community resources to enhance instruction and intervention.
- R2. Educator Support:** Administrators use available expertise to support teachers in implementing new practices.
- R3. Communication:** Resource mapping involving input from stakeholders, including all school staff, the community, and families is conducted annually.
- R4. Decisions:** Resource mapping is a data collection method used for identifying needed and available resources.
- R5. Integrated:** Available resources at the universal, targeted, and individualized levels are utilized by teachers and families to meet the diverse needs of students.

Family & Community Involvement

- FC1. Participation:** Parent participation in discussions about school-wide practices is a priority.
- FC2. Communication:** A system of ongoing communication with families and community members is in place.
- FC3. Decisions:** Family and community feedback is gathered and utilized to inform decisions.
- FC4. Integrated:** Families and community members are aware of the school-wide strategies for addressing academic and behavior goals.

Making Informed Decisions

Evidence-based Practices

- E1. Evidence-based:** The school staff supports students academically and behaviorally by making appropriate changes to the curriculum, instruction, and environment.
- E2. Leadership:** Administrators are committed to assuring evidence-based prevention and intervention programs are identified, implemented, and evaluated at the student, classroom, and system level.
- E3. Educator Support:** Educators receive the training and support they need to determine evidence-based practices and implement with fidelity.
- E4. Educator Support:** Educators receive the training and support they need to implement tiered levels of academic and behavior supports.
- E5. Educator Support:** A process is in place to check the fidelity of curriculum implementation at all tiers which includes feedback and coaching to teachers throughout the year.
- E6. Communication:** A stated commitment to evidence-based practices is communicated to community members and families.

- E7. Decisions:** The school evaluates the evidence of effectiveness before adopting new practices.
- E8. Decisions:** The school evaluates the effectiveness of current practices to determine appropriateness for continuation or need for modifications.
- E9. Decisions:** Teachers collaborate to make prevention and intervention decisions based on student outcome data.
- E10. Integrated:** The school relies on multiple sources and levels of data to verify that the evidence-based practices are implemented with fidelity and are appropriate for the diversity of learners.

Data-based Decision-making

- D1. Leadership:** Administrators and the school staff have a shared responsibility for data-based decision-making and problem solving to improve student academic and behavioral achievement.
- D2. Educator Support:** School staff receives training and coaching on the use of data for progress monitoring and making informed decisions regarding universal, as well as individualized interventions.
- D3. Communication:** Data are shared with staff in accessible and usable formats.
- D4. Communication:** Data are used to make formative and summative evaluations.
- D5. Communication:** Stakeholders are aware of data patterns/trends and participate in meetings where data is analyzed and discussed.
- D6. Decisions:** System-level problem solving uses data from outcome assessments, screening assessments, and progress monitoring.
- D7. Decisions:** The school has a formal process in place to monitor the implementation of decisions made as a result of data-based decision-making and new evidence/research.
- D8. Decisions:** The school has a formal process in place to review student data from all indicators of student success 3 times per year and make necessary changes in the processes for data-based decision-making, including data analysis, decision rules and system responsiveness.
- D9. Data system:** A central school data collection system is in place.
- D10. Data system:** A system for entering, storing, and displaying data is easy to use and consumes minimal staff time.
- D11. Integrated:** Multiple data sources are used to identify students who are not successful with universal strategies alone.
- D12. Integrated:** Behavior and academic data are integrated in a database.

Progress Monitoring

- PM1. Assessment:** Screening measures are aligned with student outcomes represented in district/state standards and benchmarks.

- PM2. Assessment:** Screening tools that are standardized, reliable, valid, and brief are administered to all students several times each school year.
- PM3. Assessment:** Ongoing assessment is used to monitor progress as work toward measurable goals.
- PM4. Assessment:** Assessment tools are simple, efficient, effective, and are sensitive to small changes.
- PM5. Leadership:** Teachers routinely reflect on student outcomes to assess the effectiveness of prevention and intervention activities.
- PM6. Educator Support:** Educators receive the training and information they need to administer screenings and conduct ongoing progress monitoring.
- PM7. Decisions:** Systems are in place at the school level to monitor the progress of each student and to provide the information necessary in order to provide intervention.
- PM8. Integrated:** Progress monitoring processes account for both academic achievement and behavior outcomes for students.

Action Planning

After completing the MIM Self-Study process of reflecting on current practices and assigning prioritization to focus improvement efforts, the MIM Action Plan is completed. The **purpose** of this MIM Action Plan Toolkit is to guide the Action Planning processes, progress monitoring, and data-based decision-making.

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. Action planning involves translating the self-study finding into SMART goals, listing action steps for achieving the goal, identifying resources for supporting the work, and delineating data sources for measuring progress. The MIM Action Plan Toolkit also contains guidance for monitoring progress toward achieving the goal and making data-based decisions regarding next steps.

As described in the MIM Action Plan Toolkit, it is important to consider the integrated nature of areas of need and focus the action plan goals and steps accordingly. 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 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. 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. Likewise, 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?

The MIM Action Plan Toolkit is organized into three sections. Section I provides guidance for developing the MIM Action Plan based on the results of the MIM Self-Study. Section II describes the process for monitoring progress of action plan efforts and planning next steps. The last section contains the Action Plan forms. Additional copies of the forms can be made as needed.

See the MIM Action Plan Toolkit for useable worksheets.

Professional Development

During the self-study and action planning processes, it is likely that professional development will be identified as a priority. As professional development is planned and delivered, it is important to tailor the experience to the learning needs of the audience, to incorporate opportunities to practice collaborative problem solving and data-based decision-making, measure learner (educator) outcomes, and plan for follow-up coaching or technical assistance. In other words, professional development should be purposefully planned in much the same manner as is recommended for student instruction in classrooms.

In addition, the principles of providing tiered levels of support apply to professional development. At the universal tier is the professional development available to all school staff in order to assure foundational expertise for implementing the Missouri Integrated Model. At the targeted level is the professional development containing specialized knowledge and skills critical for a small group of educators with specialized job descriptions. At the individualized level is the professional development matching the highly specialized job descriptions of a few educators.

When planning, delivering, and evaluating professional development experience, consider the following:

- **Learner:** Who is the learner? (i.e. classroom teachers, support staff, and administrators)
- **Learner objectives:** i.e. To demonstrate... or To articulate...
- **Content or topic:** What is the focus of the professional development workshop?
- **Format:** Which format best suits the learning needs of the audience and topic? (i.e. lecture, discussion group, or online modules)
- **Who:** Who will deliver the professional development? (i.e. RPDC consultant, MIM Implementation Facilitator, internal building expert, or external expert)
- **Materials & Handouts:** What materials will be used to support the learning during the professional development event? What materials will help learners apply new knowledge and skills in classrooms?
- **Activity:** How can learners interact with the content during the professional development session?
- **Working Examples:** Highlight exemplars illustrating the topic.
- **Additional Resources:** What websites or tools can learners take away from the session to improve their classroom practices?
- **Outcome Evidence:** How will the learner objective be measured? i.e. pre/post assessment or completed documents
- **Follow-up Plan:** Is additional training or technical assistance needed? Who will provide follow-up onsite?

Evaluation

The MIM is a data-driven framework in which data collection processes and analysis are designed with a purpose to inform practices and determine quality and impact. The evaluation of MIM processes and resulting outcomes involves collecting and reviewing multiple sources of data describing fidelity of MIM processes, changes in school systems, changes in educator knowledge and skills, and student outcomes. Evaluation occurs at all contextual levels: school, district, regional, and state-levels. In Section I of this blueprint, the expected outcomes for students, schools, districts, regional, and state levels are listed (see page 9). The evaluation of practices within schools and districts to determine effectiveness of process and links to desired outcomes will involve the development of school and district level evaluation plans. As schools and districts participate in the MIM Self-Study and Action Planning, the collection and analysis of data is integrated with all current and proposed improvement activities. The MIM Data Guide is a supplement for MIM Schools and Districts to assist with developing an evaluation plan and identifying data sources.

Data sources

In summary, the data collected and reviewed for making informed decisions about implementation of the MIM and identifying improved outcomes for students and teachers, involves data components developed with particular regard for MIM processes, student behavior and academic data. Data components developed specifically to support the MIM include a fidelity checklist, training evaluation template, and implementation progress monitoring assessment. MIM Pilot Schools will collect data on the implementation of the MIM. In the action plan, data sources for determining the extent to which the essential features and tiered levels of academic and behavior support are implemented in the school and district will be identified. Student data includes measures of successful behavior and academic achievement (i.e. discipline referrals and curriculum-based assessments).

Statewide and Regional Evaluation

The evaluation of the implementation of the MIM as a statewide project to support school improvement, involves the work of an evaluation team under the leadership of the external evaluators. The following two goals, objectives, and associated indicators outline the statewide evaluation. The evaluation of the MIM will involve data collection process, analysis, and formative and summative evaluation that will be both useful and timely to schools, teachers, and additional participants. To this end, pilot schools, the implementation team, and the evaluation work-group will directly influence the methods, measures and format, evaluation process throughout the evaluation.

During the MIM pilot, the evaluation team will work to ensure consistency among schools through a fidelity checklist. Also, there will be certain measures that all schools will complete so that we can draw conclusions about the model in Missouri.

Goal 1: To enhance the capacity of the Missouri Department of Education and Secondary Education [DESE] and their Regional Development Centers [RPDCs] to support the development, implementation and evaluation of a targeted system of professional development at the regional, district, and school levels in an effort to improved educational achievement and outcomes for children with disabilities

Objective 1.1: To develop an integrated 3-tiered model process for pilot and eventual scale-up in Missouri.

- 1.1a Level of attainment of developmental tasks and activities related to the MIM
- 1.1b Percentage of RPDCs participating in ongoing Missouri Implementation Team meetings.

Objective 1.2 To improve professional development provided by DESE and the RPDC consultants through increased collaboration.

- 1.2a Level of knowledge regarding research-based 3-tiered models in education.
- 1.2b Level of perceived collaboration among DESE & RPDC staff
- 1.2c Level of satisfaction by RPDCs with regard to technical assistance with professional development
- 1.2d Levels of satisfaction by personnel in identified LEA staff with regard to regional and state support
- 1.2e Percentage of professional development/training activities that are based on scientific- or evidence-based instructional/behavioral practices.
- 1.2f Percentage of professional development/training activities based on scientific- or evidence-based instructional/behavioral practices, that are sustained through on-going and comprehensive practices

Goal 2: To enhance the capacity of the LEA to improve educational achievement & outcomes for children with disabilities

Objective 2.1: To improve knowledge and behavior of LEA staff.

- 2.1a Percentage of teachers in identified schools who participated in research-based professional development.
- 2.1b Percentage of teachers in identified schools who participated in on-going and comprehensive professional development in evidence-based instruction/behavioral practices.
- 2.1c Level of collaboration by LEA staff within identified schools.
- 2.1d Level of perceived data-driven decision making within identified schools.
- 2.1e Level of perceived use of research-based models of instruction & intervention within identified schools.
- 2.1f Level of teacher satisfaction with identified schools.
- 2.1g Percentage of students in identified districts who are referred for special education evaluation.

Objective 2.2: To improve student academic achievement, behavior, and transition education.

- 2.2a Percentage of students with disabilities in identified schools who demonstrate proficiency or better on state assessments in reading during the 2006-2007 school year. (note: mean of ## districts' means of state reading assessments in Grades 5, 8, and 11)

- 2.2b Percentage of students with disabilities in identified schools who demonstrate proficiency or better on state assessments in math during the 2006-2007 school year. (note: mean of ## districts' means of state reading assessments in Grades 5, 8, and 11)
- 2.2c Percentage of students with disabilities in identified districts who are inside regular class at least 80% of the day (SPP 5a)
- 2.2d Percentage of students with disabilities in identified districts who are suspended or expelled.
- 2.2e Percentage of students with disabilities in identified districts with three or more office discipline referral.
- 2.2f Level of engagement of students with disabilities in identified districts in classroom and school activities (5-point Likert scale)
- 2.2g Percentage of youth aged 16 and above in Missouri with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
- 2.2h Dropout rate of students with disabilities in Missouri during the 2006-2007 school year.
- 2.2i Graduation rate of students with disabilities in Missouri during 2006-2007 school year.

Objective 2.3: To assist LEA personnel in improving collaboration, information-sharing, and satisfaction of parents and families.

- 2.3a Percent of parents with a student with a disability in identified schools who report that school facilitated parental involvement as a means of improving services and results for children with disabilities (SPP 8)
- 2.3b Parent level of perceived information-sharing about educational services from identified schools (5-point Likert scale)
- 2.3c Parent level of satisfaction with the education provided by the identified school for their student with a disability (5-point Likert scale)



References

The preparation of this toolkit involved reviewing numerous articles, books, resources produced by national centers, checklists and tools used in statewide implementation of tiered levels of academic and behavior supports, and other guides and materials available through national and state networks. The following list acknowledges these numerous sources.

Implementation

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State Systems

- Florida** Florida Problem Solving and Response to Intervention www.floridarti.usf.edu/index.html
- Kansas** Kansas Multi-Tier System of Supports (MTSS) www.kansasmtss.org
- Michigan** Michigan's Integrated Behavior Learning and Support Initiative (MiBLISi) www.cenmi.org/miblsi
- Ohio** Graden, J., Stollar, S. A., & Poth, R. L. (2007). The Ohio integrated systems model: Overview and lessons learned. In Jimerson, S. R., Burns, M. K., & VanDerHeyden, A. M. (Eds), *Handbook of response to intervention: The science and practice of assessment and intervention* (pp. 288-299). New York, NY: Springer.
- Ohio** Integrated Systems Model (OISM) http://www.csesc.org/pass_oism.aspx
- Oregon** Educational & Community Supports. College of Education, University of Oregon Web site: <http://www.uoecs.org/>
- Washington** Using Response to Intervention (RTI) for Washington's Students. Retrieved June 27, 2007, from <http://www.k12.wa.us/SpecialEd/RTI.aspx>
- Wisconsin** Volpiansky, P (n.d.). REACHing the vision for school success: Strategic overview of REACH framework. Wisconsin Department of Public Instruction. Available at <http://www.reachwi.org>.



Glossary

Action plan: A list of all of the tasks that you need to carry out to achieve an objective.

Advanced Questionnaire: Surveys used to obtain data from students, parents, and school staff to help evaluate educational processes in a district.

Artifacts: Methods used to document an event, such as records, test scores, meeting minutes, etc.

Behavior: Any observable and measurable act of an individual (also called a response).

Coaching: A method of directing, instructing, and training a person or group of people, with the aim to achieve a certain goal or develop specific skills.

Collaborative environment: A collaborative environment supports and encourages continuous discussion, sharing, reflection, and problem solving about and toward a common goal. A collaborative environment embraces collaboration as the expected process for making decisions.

Community involvement: Responsive schools involve communities. Involvement of community members informs and reinforces school improvement efforts by helping to maximize resources and facilitate responses to student needs.

Community of practice: Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

Core instruction: The methods and strategies used to differentiate instruction as needed to provide access to the general curriculum.

CSIP: Comprehensive School Improvement Plan

Culturally responsive practices: Culturally-responsive practices are learner-centered practices that take into account all aspects of each student's identities and backgrounds. These practices include instructional methods, instructional materials, evaluation methods, and student learning styles and abilities.

Current practices: The way the building does business in every aspect, including discipline and instructional methods.

Curriculum: The intended curriculum is the content specified by the state, district, or school to be addressed in a particular course or at a particular grade level. The implemented curriculum is the content actually delivered by the teacher.

Curriculum based measures: A method teachers use to find out how students are progressing in basic academic areas, such as math, reading, writing, and spelling.

Data based decision-making: Data-based decision-making involves using data from all available sources, including state, local and classroom-based assessments and evaluations to drive decisions for educational practices and targeted interventions to improve student performance.

Differentiated instruction: A process to approach teaching and learning for students of differing abilities in the same class.

Diversity: The differences between individuals encompassing race, culture, learning style, abilities, and language.

Essential features: Missouri Integrated Model includes eleven essential features representing the evidence-based practices and qualities of effective and responsive schools. The essential features of the facilitate work in three categories: (a) building and sustaining capacity, (b) maximizing resources, and (c) making informed decisions.

Evidence-based practices: Practices that are supported with empirical evidence of effectiveness using methods which are reproducible and appropriate for the studied environment and circumstances.

Family involvement: Responsive schools involve families. Involvement of family and members informs and reinforces school improvement efforts by helping to maximize resources and facilitate responses to student needs.

Fidelity: The degree to which a program as implemented corresponds with the program as described.

Implementation Facilitator: Persons hired to work with districts and buildings to ensure the MIM is integrated with fidelity.

Implementation processes: Where the structures and supports are put in place to support, stabilize and institutionalize MIM practices into a new “business as usual.”

Intervention practices: Practices, matched to student need, which have been demonstrated through scientific research and practice to produce high learning rates for most students.

Kids Count: Missouri’s Kids Count is an online data source that provides county data on demographic information pertaining to children and families.

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

Learner-centered practices: Practices that take into account all aspects of each student’s identities and backgrounds. These practices include instructional methods, instructional materials, evaluation methods, and student learning styles and abilities.

Learning: A durable change in behavior associated with environmental conditions.

Learning history: A student's learning history is record of the student prior experiences, learning styles, acquired knowledge, and acquired skills. Recognition of learning histories is a learner-centered approach to planning instruction that acknowledges the diversity of all learners.

Mentoring: A professional development strategy matching a more experienced person, the mentor, and a less experienced person. The mentor's role is to guide, instruct, and encourage.

MSIP: Missouri School Improvement Plan

OSEDA: OSEDA is the Missouri Office of Social and Economic Data Analysis, which is part of the University of Missouri Extension. OSEDA, at <http://oseda.missouri.edu/>, publishes data pertaining to Missouri communities.

Prevention practices: Practices which are effective for all students to prevent problems from occurring.

Problem solving: Uses a variety of data sources to identify a problem and create a plausible solution.

Professional development: Professional development is ideal when it is research-based, ongoing, tailored to the needs of participants, integrated within school improvement planning, focused on student improvement, and incorporates opportunities for practice and feedback.

Learning community: A group of people who share common values and beliefs, are actively engaged in learning together from each other.

Progress monitoring: A scientifically based practice that is used to assess academic and behavior performance and evaluate the effectiveness of instruction. Progress monitoring, when paired with universal screening, provide necessary information for evaluating the effectiveness of the core instruction and measuring student progress.

Reliability: The degree of accuracy or consistency in measurement procedures.

Resource mapping: Resource mapping is a collaborative process used to identify available resources in order to augment current services and avoid duplication of services, as well as to identify resources that are missing.

Scaling-up: Applying the MIM to new settings after the pilot year to eventually include all districts across Missouri.

Self-study: The process of examining current practices to identify strengths and needs prior to setting a course of action for implementation of the MIM.

Shared vision and commitment: Commitment to the shared vision is essential for success and requires effective leadership and collaboration throughout all levels (state, district, and building) and across key stakeholders.

SMART goals: SMART Goals are **S**pecific, **M**easurable, **A**ttainable, **R**esults-based, and **T**imely.

Stakeholder: Anyone who plays a part in the improvement of student outcomes, including state, regional, district, building levels, as well as families and the community.

Standards-Based: The standards define the outcomes, or the expectations, of what the students need to know and be able to do. These outcomes include big ideas that students will acquire by the end of the unit and more discrete ideas that might be developed at the lesson or activity level within the unit.

Sustainability: Developing the capacity to maintain the MIM process indefinitely.

Three-tiered model: A mental health approach to identify and address the needs of all student populations at three levels of interventions (primary, secondary, and tertiary).

Universal practices: Preventative, universal supports that promote safety, positive school culture, and an effective learning environment at the whole school level.

Universal screening: A type of assessment that is characterized by the administration of quick, low-cost, repeatable testing of age-appropriate skills to all students several times throughout the year.

Validity: The extent to which an instrument or procedure demonstrates soundness. *Internal* validity is the extent to which the instrument or procedure assesses behavior in the domain of interest. *External* validity is the extent to which the outcomes of the FBA/FA predict future occurrences of behavior and result in support plans that work.