

# Missouri Integrated Model (MIM)

## Action Plan Toolkit

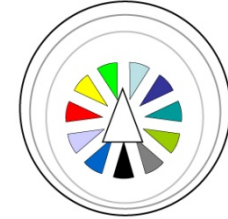
Pilot Phase (September 2008)



Missouri Department of Elementary and Secondary Education (DESE)



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## Action Plan Toolkit Pilot Phase (September 2008)



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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)**

## **Action Plan Toolkit Pilot Phase (September 2008)**

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## INTRODUCTION

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 Planning Toolkit is to guide the Action Planning processes.

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

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

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

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.



## SECTION I: Writing the Action Plan

The MIM Action Plan template includes both the planning stage and the measurement stage<sup>1</sup>. In the planning stage, the first set of columns is completed (see chart below). This section provides guidance on writing goals and action steps and identifying resources and data sources.

SMART Goals	Action steps	Resources	Data Sources
<i>SMART Goals</i>	<i>List of steps for addressing each goal.</i>	<i>People (i.e. administrators, teachers, parents, and community members), technologies, technical assistance, materials, and other resources necessary for each action step.</i>	<i>Observation, interview, products, student academic achievement data, and student behavior data to measure progress for each goal.</i>

### SMART Goals

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

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

Refer to the MIM Self-Study Summary where the prioritization was summarized, areas were marked to be addressed in the action plan, and needs for professional development, resources, and additional data were listed. In translating these findings into goals, consider how efforts can be integrated to maximize resource utilization, system improvements, and student outcomes. In the MIM Self-Study, each indicator of current practice is labeled with a sub-heading (i.e. Educator Support, Leadership, and Assessment). In reviewing the identified priority areas, the sub-headings may help to focus integrated efforts. For example, the sub-heading of

<sup>1</sup> Adapted from Missouri SWPBS Action Plan template

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.

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

### **Action steps**

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

### **Resources**

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

### **Data Sources**

As mentioned, each goal should be written to include specific measures of change in practice and outcomes. In the MIM Action Plan, there is space to list the data sources and results. The data sources include the types of data to be collected in measurement of change or outcomes relevant to the goal. The data sources should address the results and outcomes specified in the SMART Goal. Example data sources include observation, interview, products, student academic achievement data, and student behavior data. Data may align with individual action steps or with the collective set of steps for a goal. It is expected there will be multiple data sources to inform progress toward a goal.

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



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

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

### Progress Monitoring

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

The MIM Action Plan is designed to be reviewed quarterly. Because MIM Pilot Schools will complete the MIM Self-Study during the fall semester and develop their MIM Action Plan in approximately January, the timeline for progress monitoring begins with March. As progress is documented for March and May, decisions will be made to inform continued work in the following year and potential revisions of the Action Plan.

### Next steps

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



## SECTION III: Action Plan Forms

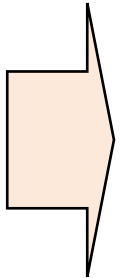
Identify the members of the MIM Building and District Leadership Teams that are taking the lead in action planning.

MIM Building Leadership Team		MIM District Leadership Team	
Name	Role/Expertise	Name	Role/Expertise

In order to track progress with completing the MIM Action Plan, record the dates when the planning was begun and when it was completed.

<b>Action Planning</b>	<b>Date(s)</b>
Started	_____
Completed	_____

<b>SMART Goals</b>	<b>Action steps</b>	<b>Resources</b>	<b>Data Sources</b>



Progress Monitoring								Next Steps
March		May		October		December		
Results	Progress (A, I, N)	Results	Progress (A, I, N)	Results	Progress (A, I, N)	Results	Progress (A, I, N)	

## SECTION III: Resources



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

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

