

Missouri Integrated Model [MIM]

...a three-tiered model for student support.

A Collaborative Project



Missouri Department of Elementary and Secondary Education

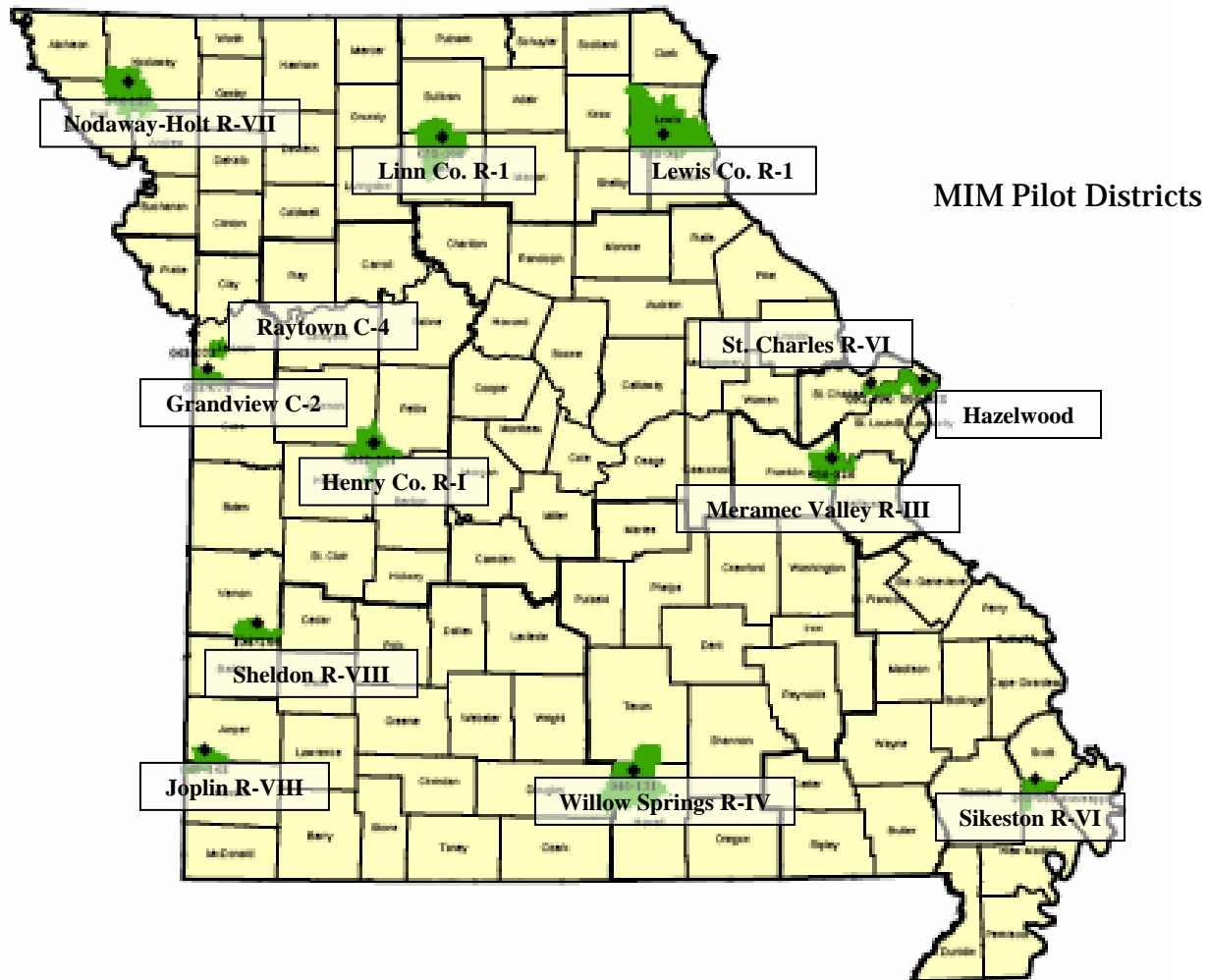


Funds for this project come in part from federal funds awarded as a State Personnel Development Grant to Missouri (no. 84.323A) allowed in Part D of Public Law 108-446, the Individuals with Disabilities Education Act (IDEA), as amended in 2004.

Missouri State Personnel Development Grant 2007-2008

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

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



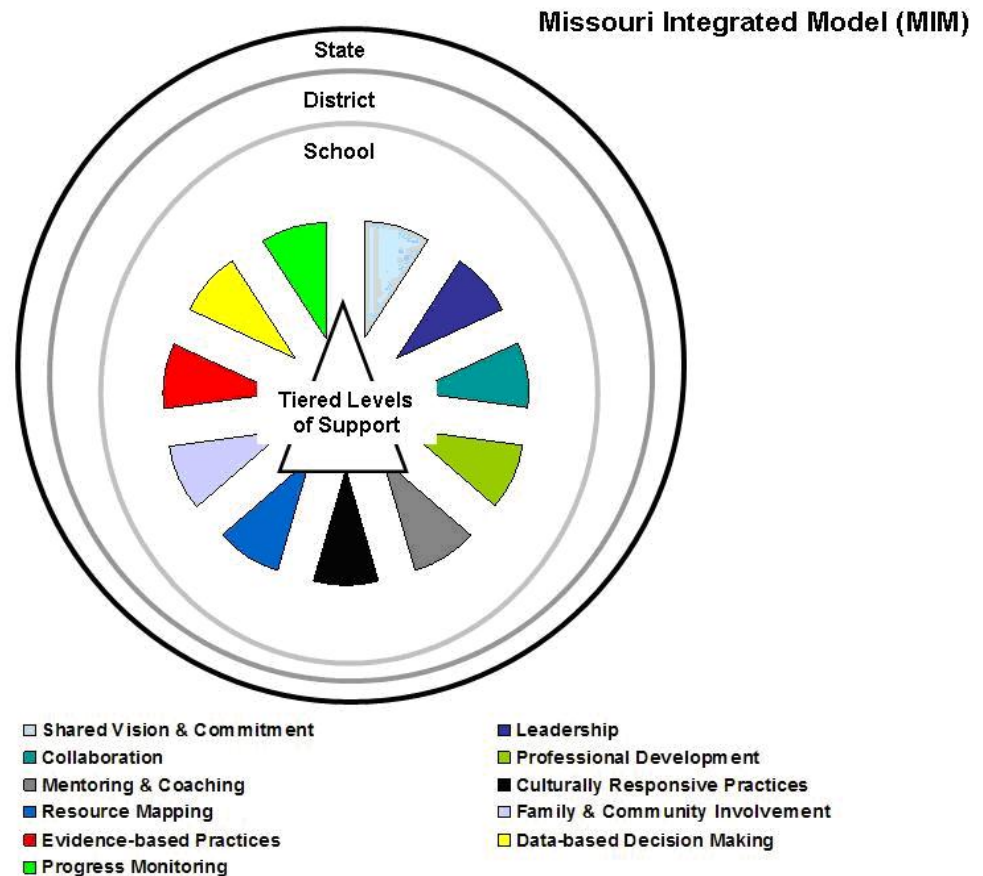
The MIM project will continue through the 2011-2012 school year. At that time, it is expected that the project will be ready for expansion throughout the state.

Key Components of the Missouri Integrated Model

Central in the Missouri Integrated Model framework is *a focus on supporting academic achievement and successful behavior* through tiered levels of support that acknowledge and address diversity in student learning. The MIM is grounded in evidence-based practices such as:

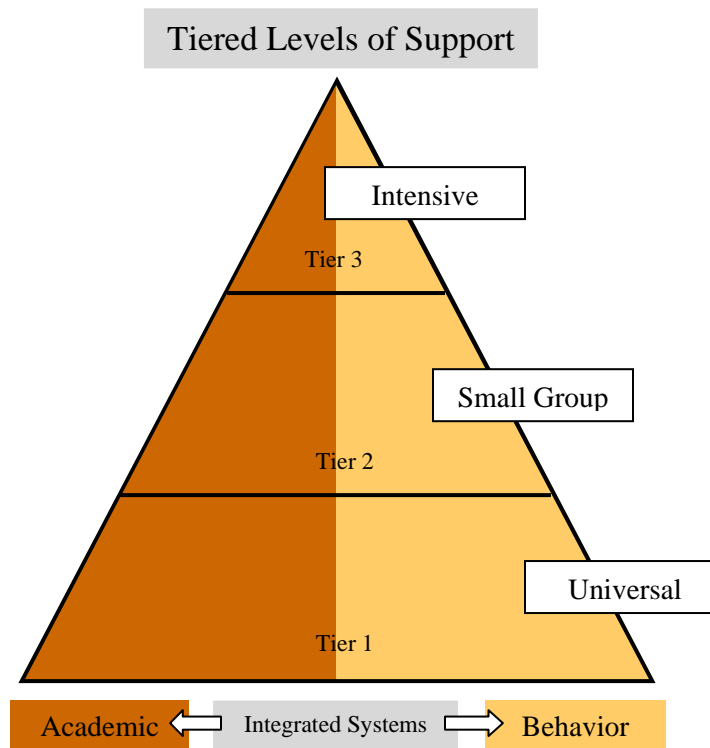
- Response To Intervention (RTI)
- Schoolwide Positive Behavior Supports (SW-PBS)
- High Schools That Work (HSTW)
- Reading First (RF)
- Professional Learning Communities (PLC).

Eleven common essential features were identified that represent the practices and qualities congruent with effective schools, responsive intervention, and successful system-change efforts. Collectively, the tiered levels of support and the essential features are integrated to form the Missouri Integrated Model. The **eleven essential features** serve two functions: to *provide a structure for problem solving education needs, and to help school staff respond more effectively to the instructional needs of all students.*



Conceptual Framework

The *Missouri Integrated Model* includes three tiers of support for instructing students in academic and behavior areas. The intensity of support *increases* from Tier 1 to Tier 3. Instructional supports change as students demonstrate differing responses to the general curriculum and consequently differing levels of support needs. All tiers of support are provided in the context of the general curriculum, movement between levels of support is seamless, and decisions for moving students between tiers is based on data.



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

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

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

MIM Logic Model

The logic model for MIM implementation provides *a common vision*, organized around outcomes, activities and inputs, for all stakeholders in the project. It was developed with input from the MIM Implementation Team.

Outcomes

Students

-All students reach achievement goals with varying levels of support (e.g., testing, inclusion, graduation and dropout).

-All students are positively engaged in the school environment (e.g., discipline referral, suspension/expulsion, transition planning).

Teachers and Administrators

-All teachers and administrators continuously assess for learning and work individually and collaboratively to implement the MIM process across 3-tiers (e.g., unified vision, improved capacity, systems approach).

Parents and Community

-All parents feel connected to their school.



Activities

Stages of Implementation of the MIM in schools and districts:

- Training in the MIM Framework—the big picture
- Collaboration—forming of teams
- Self-study process—systematic data collection and review
- Action plan developed with Implementation Facilitator for all 3 tiers
- Targeted collaborative technical assistance and support
- Implementation
- Continual improvement and reassessment



Inputs

National, State, and Regional Support

-OSEP State Personnel Development Grant Funding

-Department of Elementary and Secondary Education (DESE)

-Regional Professional Development Centers (RPDCs)

-Implementation Facilitators

-MIM Management Team

-MIM Implementation Team

-MIM Advisory Team

-University of Kansas-Research Collaboration

-University of Missouri Kansas City Center for Research Development and Support

-University of Missouri Center for Positive Behavior Supports

-Key Documents (e.g., MIM Blueprint, Self-Study, FAQ)

MIM Timeline

MIM Management and Implementation Teams began the development of the MIM process with input from multiple stakeholders who identified two main goals:

- to enhance capacity of the State and RPDCs to support a targeted system of professional development, and
- to help Local Education Agencies (LEAs) improve educational achievement and outcomes for children and youth with disabilities.

Each district is assigned an Implementation Facilitator who will have expertise in the MIM, as well as in high quality professional development and systems change principles and practices.

Implementation Facilitators will collaborate with MIM District and Building Leadership Teams to guide the districts' data-driven needs assessment process and assist the districts in building shared and collaborative leadership through professional development.

2006-07

2007-08

2008-2009

2009-2012

2012

Implementation of MIM

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Teams of DESE and RPDC staff have been closely involved with refinement of the MIM. RPDCs nominated pilot districts in April, 2008 based on administrative support for the project and a history of collaboration between the district and the RPDC. Thirteen Missouri school districts were selected to pilot the MIM.

Staff trained in the model. MIM leadership teams and learning communities of staff and parents identify needs and develop strategies using the MIM framework. Baseline data is collected. Schools and districts will implement the MIM with fidelity and develop the necessary structure to sustain the effort beyond the funding period

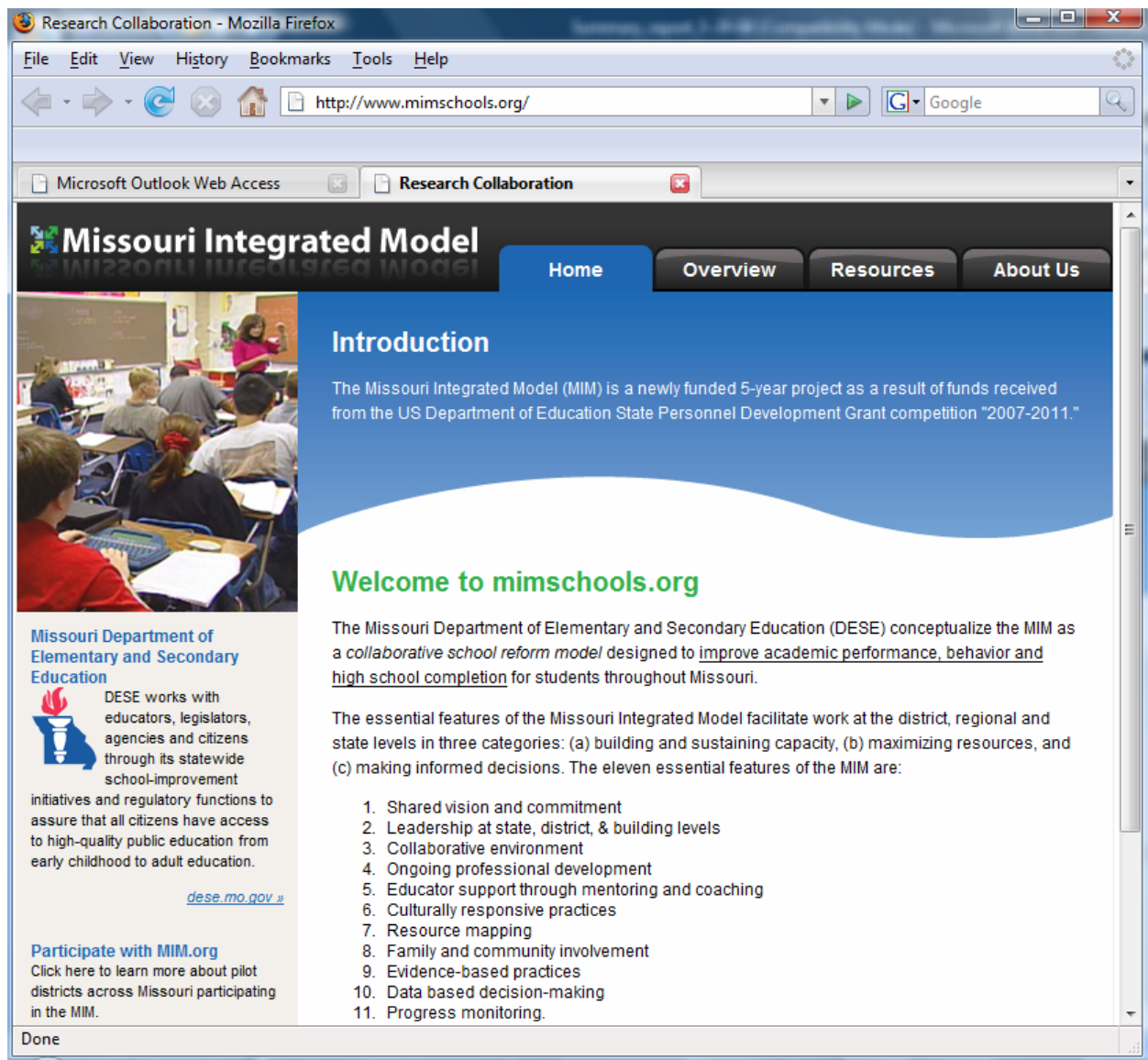
Numerous working documents developed for MIM Process, such as Frequently Asked Questions, district application materials, Implementation Facilitator description and overview documents.

Multifaceted professional development provided, including statewide, regional and local trainings and online tools and resources.

Magic of Evaluation Training builds evaluation capacity of Implementation Team.

Information Sharing

The *Missouri Integrated Model* emphasizes collaboration and the sharing of information across a large group of stakeholders. To facilitate this process, documents and information about the districts implementing the MIM will be available in the fall of 2008 on www.MIMschools.org. Each school will have a password-protected page for entering important data. Schools will also maintain a public page to facilitate communication with parents and community members. This website will become a mechanism for school districts to monitor their implementation process and submit evaluation data for rapid formative analysis. MIM participants will use an online discussion forum to communicate and problem-solve across schools and districts.



The screenshot shows a Mozilla Firefox browser window displaying the Missouri Integrated Model website. The browser's address bar shows the URL <http://www.mimschools.org/>. The website has a dark blue header with the title "Missouri Integrated Model" and navigation tabs for "Home", "Overview", "Resources", and "About Us". The main content area is white with a blue wave graphic. On the left, there is a photo of a classroom and a sidebar for the Missouri Department of Elementary and Secondary Education (DESE). The main text includes an "Introduction" section, a "Welcome to mimschools.org" section, and a list of 11 essential features of the MIM.

Missouri Department of Elementary and Secondary Education

DESE works with educators, legislators, agencies and citizens through its statewide school-improvement initiatives and regulatory functions to assure that all citizens have access to high-quality public education from early childhood to adult education.

dese.mo.gov

Participate with MIM.org
Click here to learn more about pilot districts across Missouri participating in the MIM.

Introduction

The Missouri Integrated Model (MIM) is a newly funded 5-year project as a result of funds received from the US Department of Education State Personnel Development Grant competition "2007-2011."

Welcome to mimschools.org

The Missouri Department of Elementary and Secondary Education (DESE) conceptualize the MIM as a *collaborative school reform model* designed to improve academic performance, behavior and high school completion for students throughout Missouri.

The essential features of the Missouri Integrated Model facilitate work at the district, regional and state levels in three categories: (a) building and sustaining capacity, (b) maximizing resources, and (c) making informed decisions. The eleven essential features of the MIM are:

1. Shared vision and commitment
2. Leadership at state, district, & building levels
3. Collaborative environment
4. Ongoing professional development
5. Educator support through mentoring and coaching
6. Culturally responsive practices
7. Resource mapping
8. Family and community involvement
9. Evidence-based practices
10. Data based decision-making
11. Progress monitoring.

Participating Schools and Districts

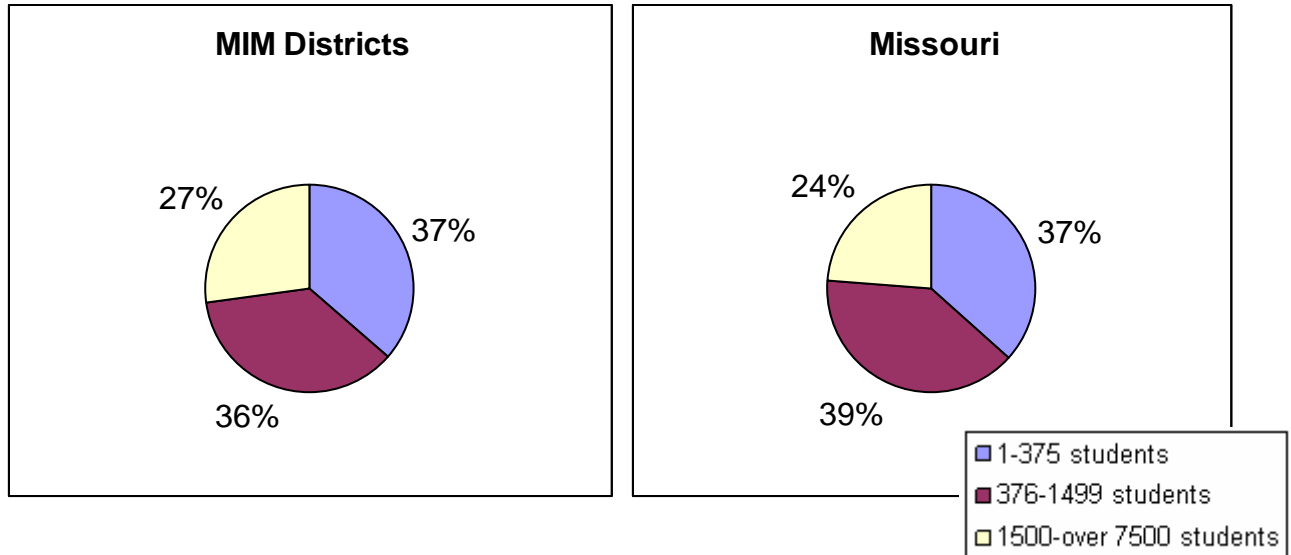
Participating Missouri school districts were selected based on nominations from Regional Professional Development Center (RPDC) staff. Each district selected one school to implement the MIM during the 2008-2009 school year (see table below). During the first year of implementation, the districts will begin implementing the MIM through completing a Self-Assessment, creating a learning community, building capacity, and developing a plan to scale up the MIM to other schools within their district by the 2011-2012 school year.

RPDC	District	Building	Grade Span
1. Southeast	Sikeston R-6	7th and 8th Grade Ctr.	7-8
2. Heart of Missouri	TBA	TBA	TBA
3. Kansas City	Raytown C-2	Eastwood Hills Elem.	K-5
	Grandview C-4	Grandview Middle	6-8
4. Northeast	Linn County R-I	Linn Co. Elem.	PK-6
	Lewis County C-1	Highland Elem.	K-6
5. Northwest	Nodaway-Holt R-VII	Nodaway-Holt Elem.	K-6
6. South Central	Willow Springs R-IV	Willow Springs Elementary	PK-4
	Meramec Valley R-III	Meramec Valley Middle	6-7
7. Southwest	Joplin R-VIII	Memorial Middle	6-8
8. St. Louis	St. Charles R-VI	Harris Elem.	K-4
	Hazelwood	Southeast Middle	6-8
9. Central	Sheldon R-VIII	Sheldon Elem.)	PK-6
	Henry County R-I	Windsor Elem.	K-6

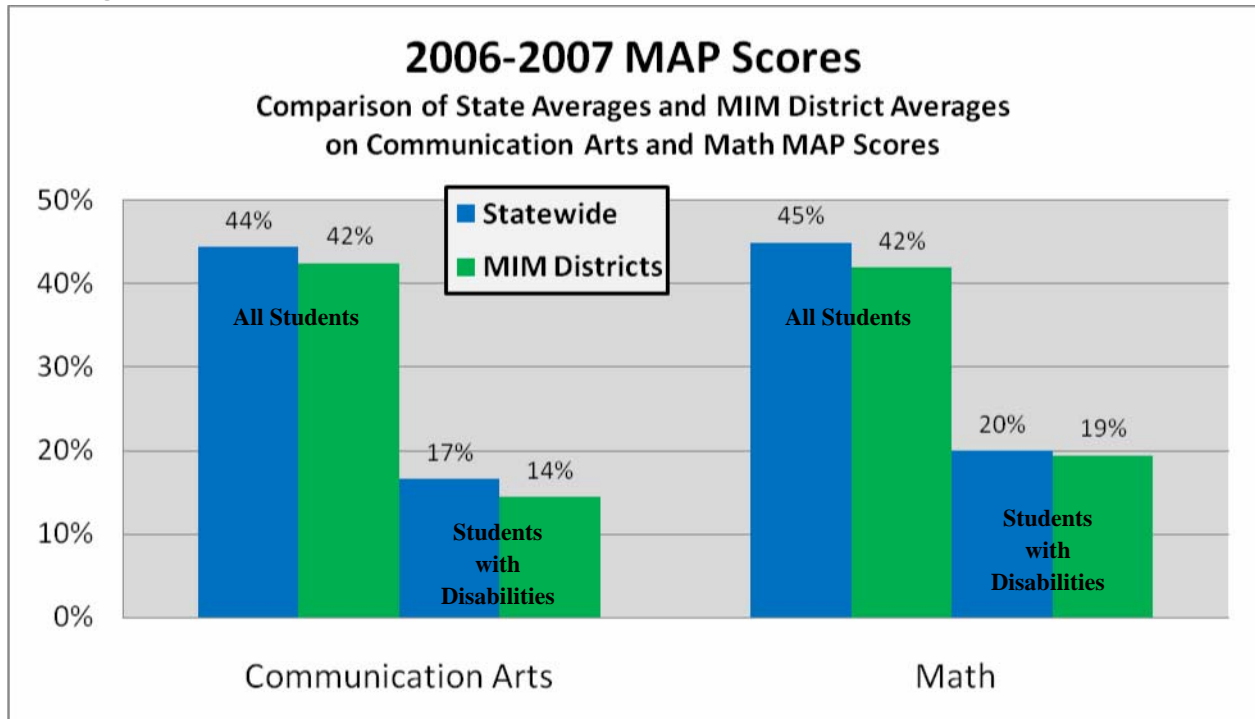
School Districts Statistics

The thirteen participating districts are representative of the district sizes and geographic areas across the state.

District Size



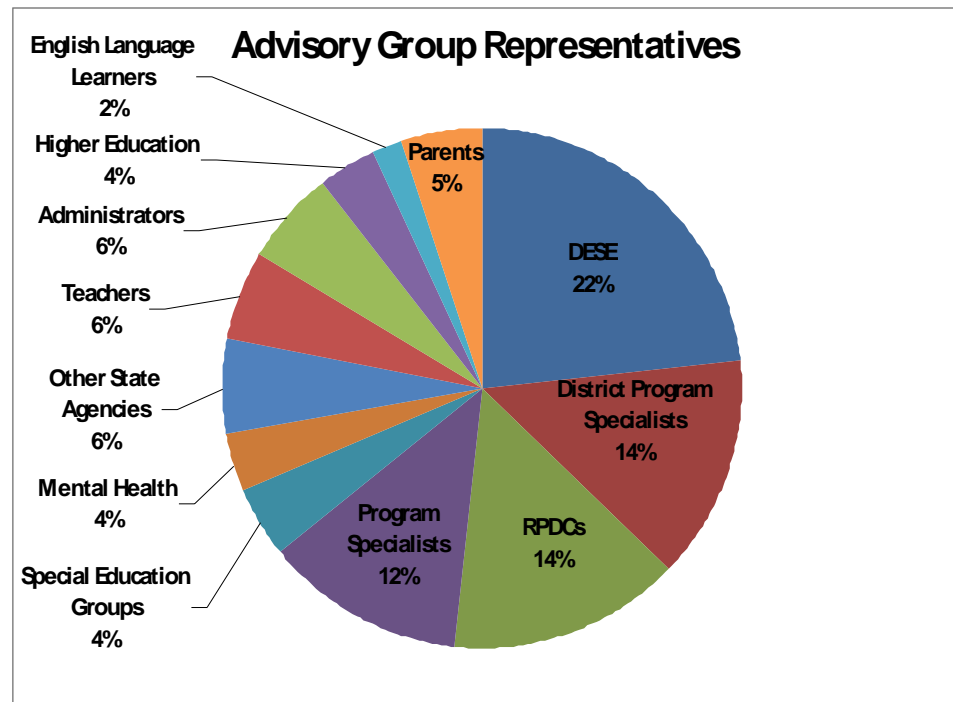
The pilot districts are also representational of the Communication Arts and Mathematics state assessment data. The graph below shows the percentage of students who reached proficiency or above on the state assessments (MAP & MAP-A) across all tested grades as reported on the district report cards.



Advisory Group

Development and implementation of the Missouri Integrated Model is informed by input from *the Missouri Integrated Model Advisory Group*. The Advisory Group consists of a wide range of education stakeholders throughout the state with the common goal of improving education for all students. Members include teachers, administrators, representatives from parent organizations, staff at the Department of Elementary and Secondary Education (DESE), staff from Regional Professional Development Centers (RPDCs), and consultants with each of the five initiatives that influenced the MIM

(Reading First, Professional Learning Communities, Response to Intervention, Positive Behavior Support, and High Schools That Work). Many of the RPDC professionals also have expertise in one of the five initiatives. Personnel from districts that have already implemented one of the initiatives bring their experience to the group. Many of the members of the Advisory Group are the same individuals that met in 2007 to identify educational needs and goals that were included in the initial grant proposal.



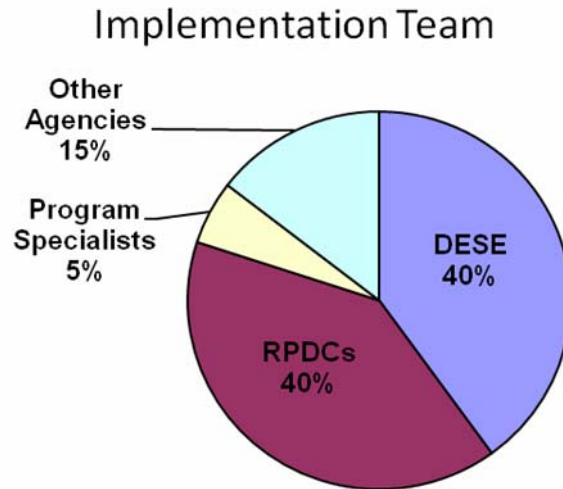
Comments from the Advisory Group

- *I was impressed by the mix of people in attendance. The diversity of the group is a real strength.*
- *This is a great opportunity to make positive changes in Missouri.*
- *Really informative! I understand the five initiatives much better and have been given resources to learn more—excellent start to the group.*

The Advisory Group met in Jefferson City on Jan. 8, 2008, in order to get an overview of the MIM and its component parts. Attendees heard from program specialists in each of the five initiatives. Many commented on the unique opportunity to bring stakeholders from so many different areas into a single setting for collaboration.

Implementation Team

The Implementation Team is made up of a subset of individuals from the Advisory Team who have targeted expertise in the components of the Missouri Integrated Model. The implementation team has several purposes. First, they assist in the ongoing development and refinement of the model. Second, they provide guidance and feedback on the model's implementation plan, including the process and timeline for implementation. Finally, they provide guidance for the development of accompanying materials necessary for awareness, training, and professional development related to the MIM. There are 55 members of the Implementation Team.



Comments from Implementation Team

- *Excellent opportunity to learn about the perspectives of different stakeholders and systems.*
- *The most beneficial part of the meeting was the ability to voice my opinions, the opportunity to learn, and lots of time for networking.*
- *Great to have information about the process and where we are in the process.*

The Implementation Team met in Jefferson City on February 19, 2008, and again on April 9, 2008, to refine the implementation process for the MIM, discuss the nominating process for participating districts, and develop job descriptions for MIM facilitators.

Resources

- **Missouri Integrated Model:** <http://www.mimschools.org/>
- **Missouri Department of Elementary and Secondary Education (DESE):** <http://dese.mo.gov/>
- **Federal Office of Special Education Programs (OSEP):** <http://www.ed.gov/about/offices/list/osers/osep/index.html>

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