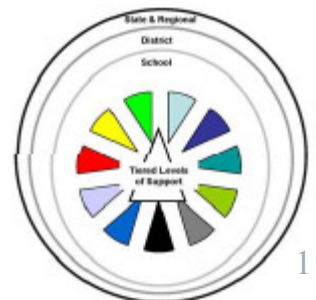
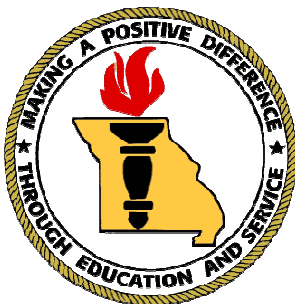


LET'S TALK MIM

2009 MO-CASE Fall Conference

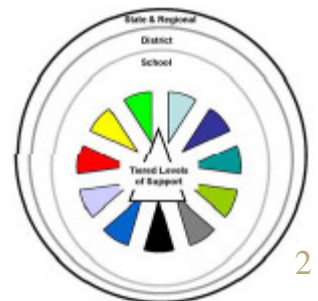
Missouri Integrated Model (MIM)

<http://mimschools.org/>



Outline

- Introductions
- Overview of MIM (10 min.)
- Leading a culture of change (10 min.)
- Hazelwood and Henry Co R-I. –
Journeys (30 min.)
- Reflective discussion and questions (10 min.)

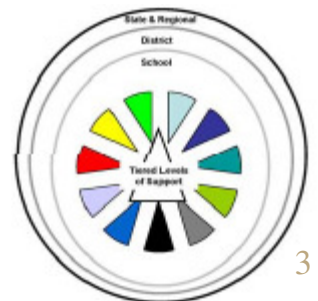


Introductions

Gordon Myers, Henry Co. R-1
Annessia Powell, Henry Co.R-1

Dr. Carol Fouse, Hazelwood

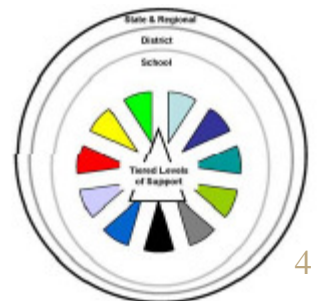
MIM Implementation Facilitators



MIM is NOT . . .

- A cookie cutter program
- Implementing or integrating 5 programs
- An add on program
- A revenue source
- A quick fix for improving outcomes

*Missouri Integrated Model (MIM)
Implementation Blueprint
Pilot Phase (September 2008)*

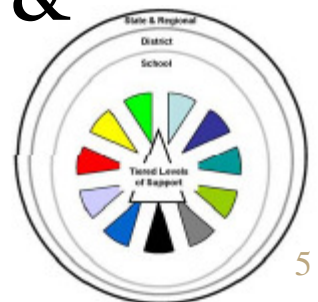


What is MIM?

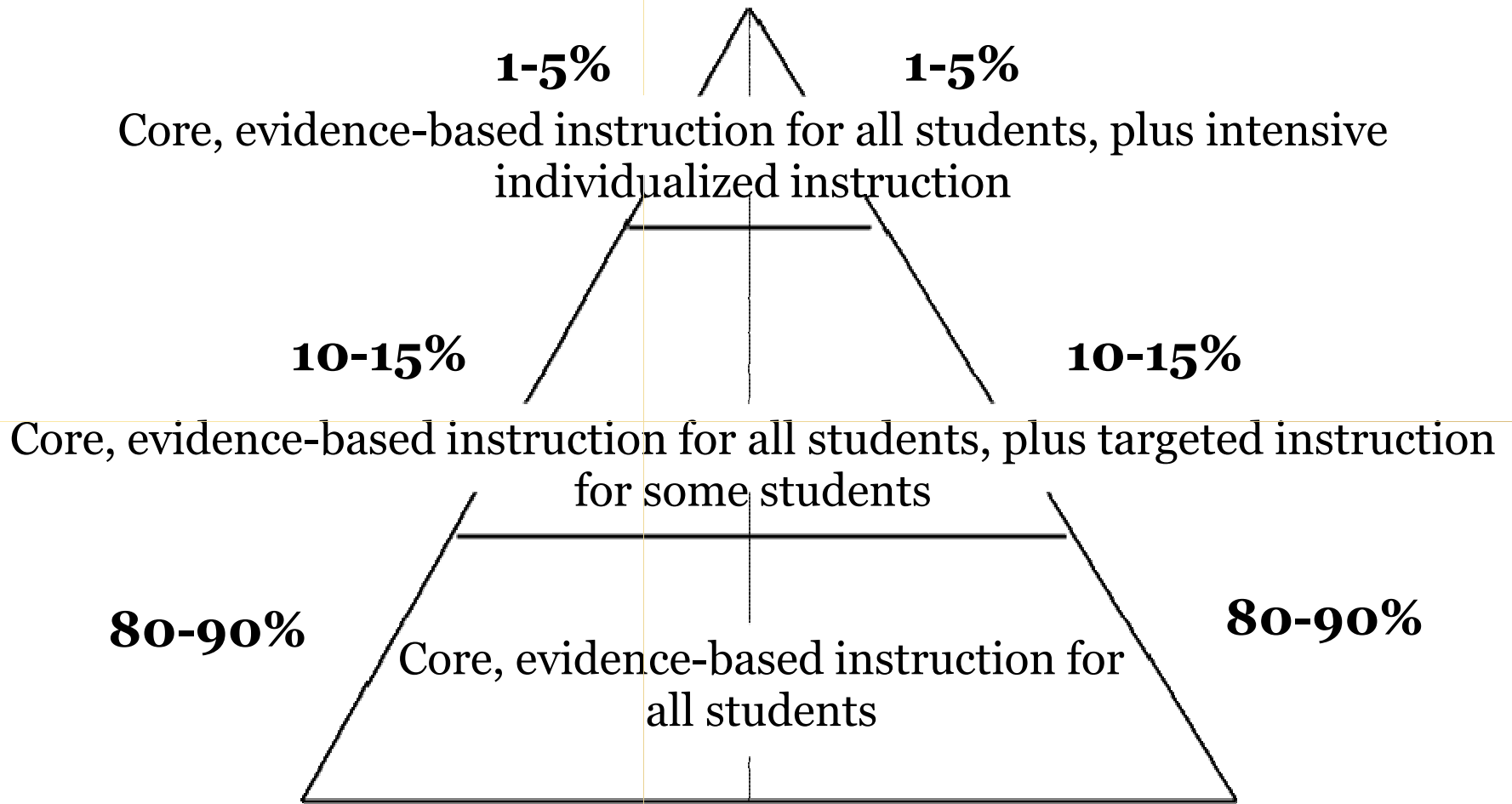
The Missouri Integrated Model (MIM) is a framework that pulls together evidence-based components and processes with the common goal of improving outcomes for all students.

MIM includes:

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



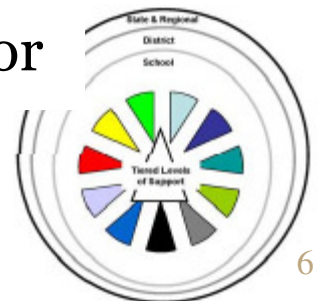
Tiered Levels of Support



Academic

Integrated Systems

Behavior



11 Essential Features

Build and sustain capacity for responding to student needs

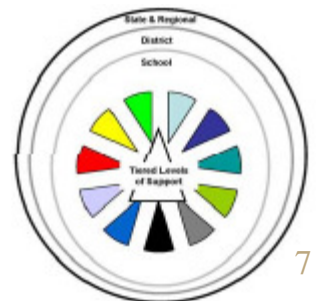
- Shared vision and commitment
- Leadership at state, district, & building levels
- Collaborative environment
- Ongoing professional development
- Educator support through mentoring and coaching
- Culturally responsive practices

Maximize resources needed for innovation

- Resource mapping
- Family and community involvement

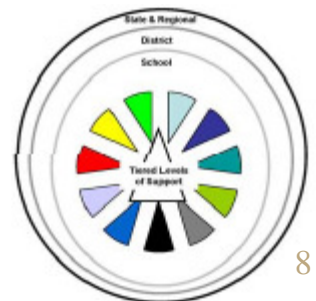
Make informed decisions

- Evidence-based practices
- Data based decision-making
- Progress monitoring



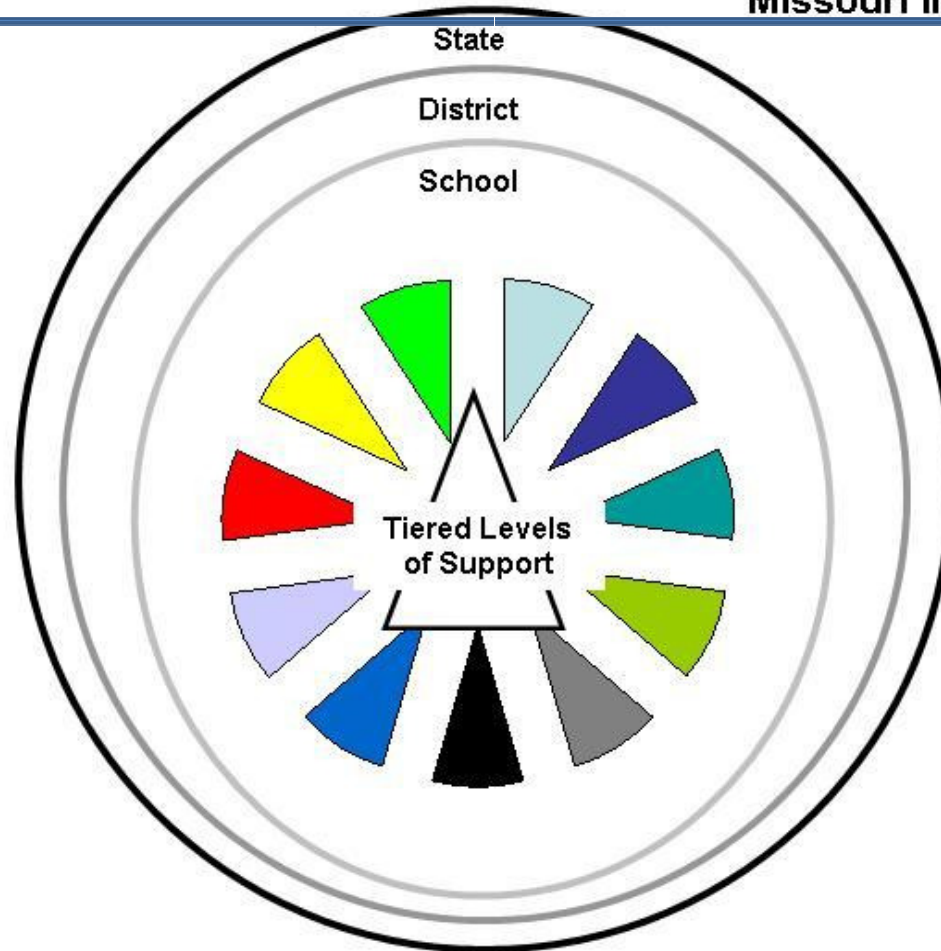
Implementation Process

- **Exploration & Adoption:** *Taking inventory, Looking at reality, Setting priorities*
- **Program Installation:** *Setting the stage*
- **Initial Implementation:** *Taking action, Self-monitoring, Plan revisited, Getting ready for scaling-up*
- **Full Operation:** *Scaling-up*
- **Innovation:** *Planning for sustainability*
- **Sustainability:** *Cycle of implementation*



Culture for Change

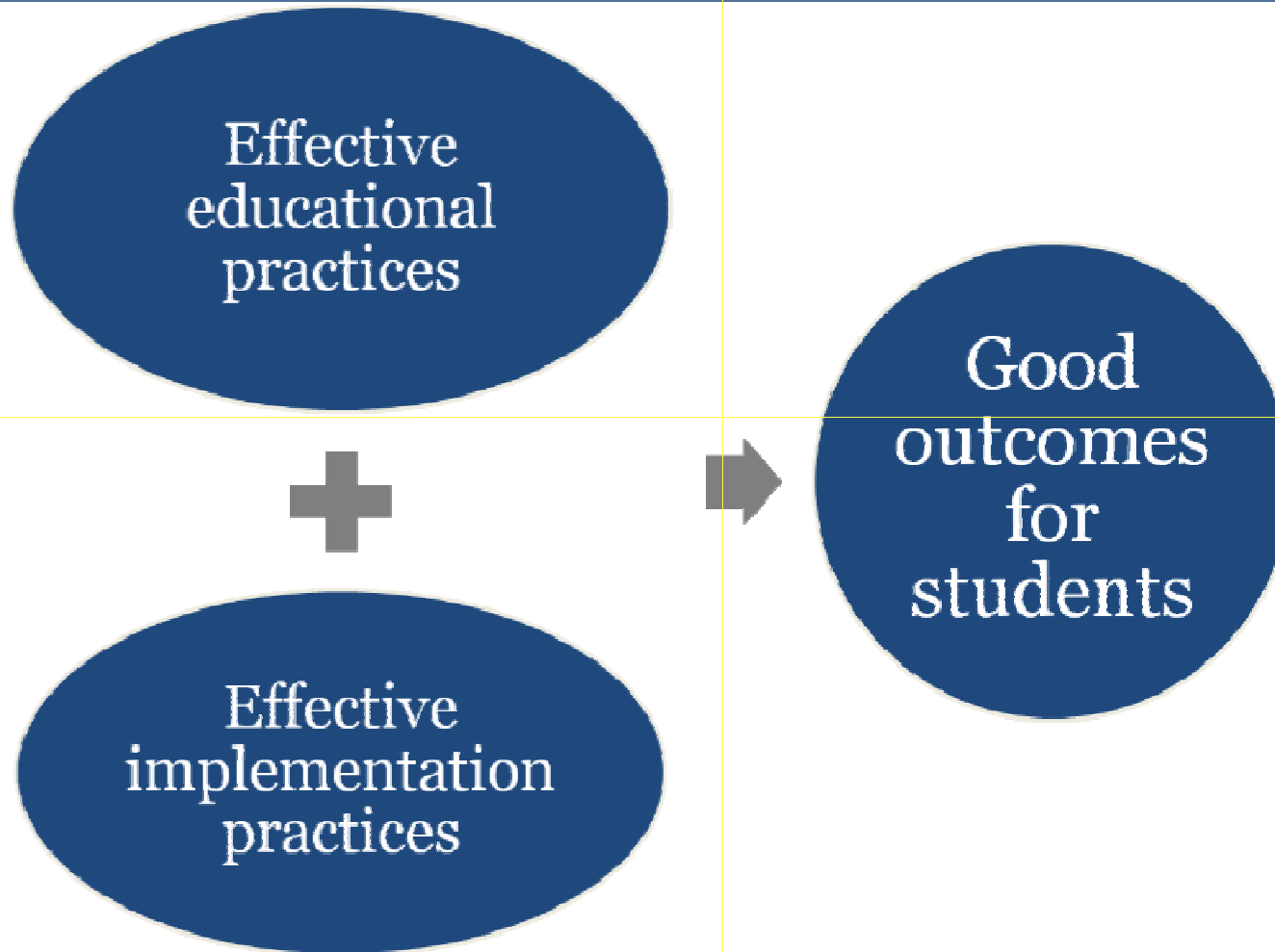
Missouri Integrated Model (MIM)



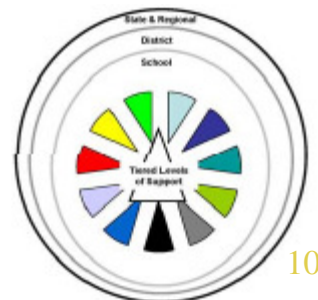
- Shared Vision & Commitment
- Collaboration
- Mentoring & Coaching
- Resource Mapping
- Evidence-based Practices
- Progress Monitoring

- Leadership
- Professional Development
- Culturally Responsive Practices
- Family & Community Involvement
- Data-based Decision Making

MIM EQUATION

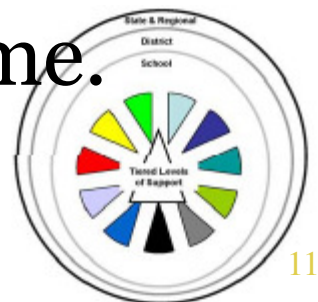


Adapted from *National Implementation Research Network (NIRN)* (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005)



Leading for a culture of change

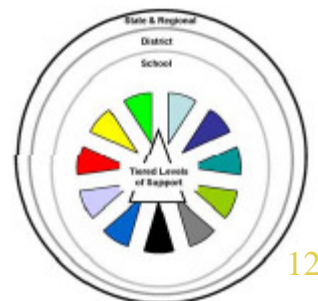
- Keeping a focus on the big ideas.
- Putting your dreams and vision to the test.
- Collaborating with the right people in key places.
- Knowing thyself – what works for your school.
- Recognizing the need for loose – tight leadership.
- Recognizing a system change takes time.



Your VIP Role

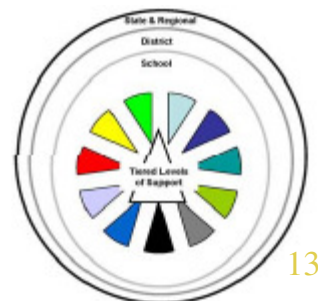
“The role of the school principal (administrator) must assume the role of advocate for all students, so that all students achieve at high levels.”

.....*PRTI, 2009*



Keeping a focus

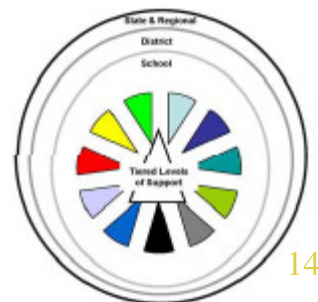
- Stressing the importance of common mission, vision, and goals.
- Living and breathing mission, vision, and goals by keeping the big ideas in the forefront.
- Holding each other accountable.



Putting your dreams to the test

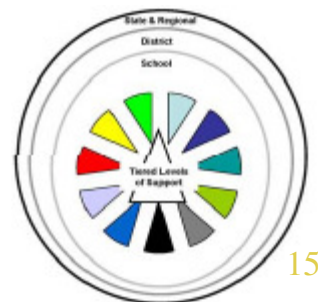
John Maxwell. The 21 Irrefutable Laws of Leadership (3 of the 21)

- “The Power of the Big MO”
- “The Law of Buy-in”
- “The Law of Timing”



Collaborating

- Understand the importance of having key people in key positions.
Jim Collins, From Good to Great
- Understand the many faces of leadership and development of shared leadership.
- Maintain an environment that is safe for people to take risks and express opinions.
- Maintain an environment that encourages ongoing adult learning.

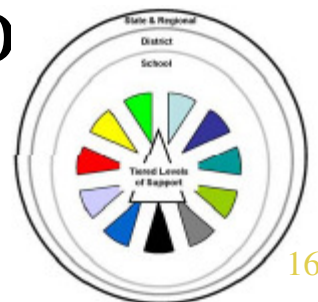


Knowing thyself

- Not the school next door.
- Wrong river with wrong canoe, wrong horse with wrong rider = wrong path.

Why continue?

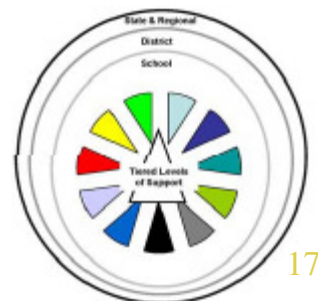
- Multiple data sources to provide the picture of what works and what is needed.
- Use of data to make sound decisio



Data

“ Don’t accept your dog’s admiration as conclusive evidence that you are wonderful.”

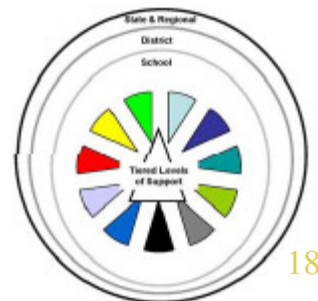
-Ann Landers



Loose – tight leadership

- Negotiable and non-negotiable goals.
- Many faces of leadership.
- Development of skills within the team (s) by modeling, coaching, and encouraging.

..Dufour et. al. 2009, Marzano, 2009

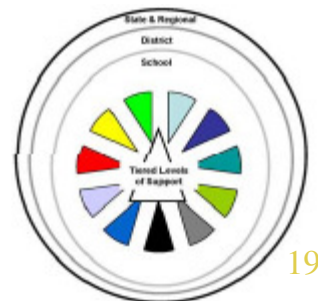


Systems Change

Understand that

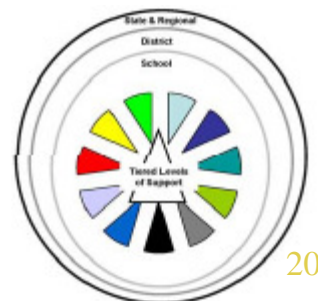
- Change needs to be a mission-oriented process involving multiple decisions, actions, and corrections.
- Implementation is a process, not an event.
- Successful and sustainable implementation of evidence-based practices and programs always requires organizational change.

-----*National Implementation Research Network, Fixsen, Naoom, Blasé, Friedman, Wallace, 2005.*



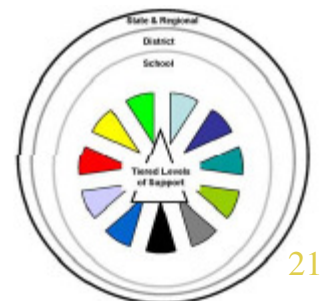
"All organizations are designed, intentionally or unwittingly, to achieve precisely the results they get."

R. Spencer Darling
Founder of the Leadership Institute, Chicago



MIM Pilot Schools

- Centralia R-VI
- Willow Springs R-IV
- Raytown C-2
- Meramec Valley R-III
- Grandview C-4
- Joplin R-VIII
- Linn County R-I
- St. Charles R-VI
- Lewis County C-1
- Hazelwood
- Sheldon R-VIII
- Sikeston R-6
- Nodaway-Holt R-VII
- Henry County R-I



Meet A Pilot Schools

Windsor Elementary Henry Co. R-I

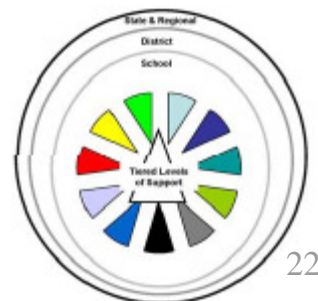
Central RPDC

Gordon Myers, Superintendent

Annessia Powell, Director of Special Services

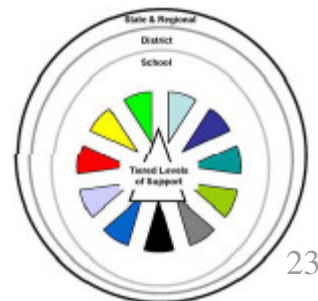
Dr. Sarah Spence, MIM IF

Central RPDC staff



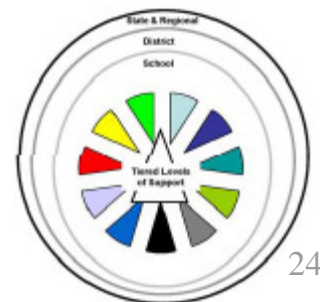
To Thine Own Self Be True

- Don't run from the data; confront it with a plan.
- No excuses accepted.



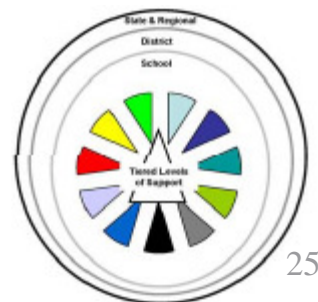
Putting the Public Back in Public Education

- Community engagement – *Share the Vision!*
- Beyond open house and parent conferences



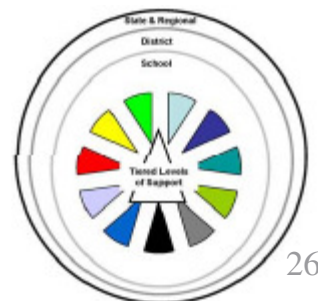
It's OK to Change Boats in the Middle of the Stream. . .but Make Sure You've Got the Right Folks in the Boat

- Continuous review and revision – Do what works and not what doesn't.
- BoE updates
- Get the word out . . . whatever it takes



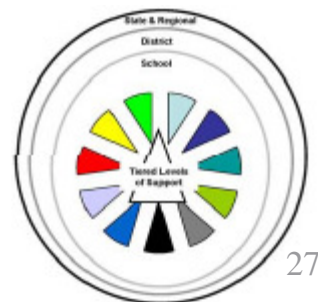
Total Inclusion!

- Broaden the base of stakeholders
- Flatten the hierarchy.
- A and Ω



MIM is It!

- Framework for all school improvement initiatives
- MIMspeak . . . the common language
- Data! Data! Data!
- Results-based PD
- Continuity . . . faces change but the plan remains



Meet A Pilot School

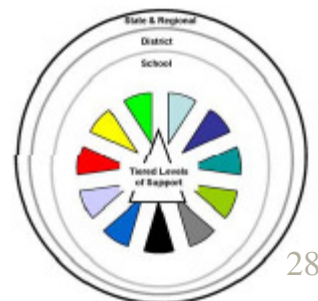
Southeast Middle School Hazelwood School District

St. Louis RPDC

Dr. Carol Fouse, Principal

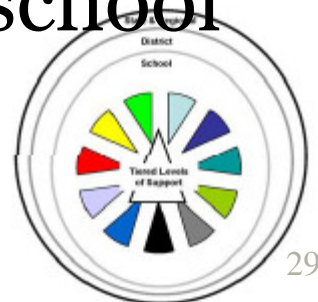
Dr. Roberta Brennan, MIM IF

ST. Louis RPDC Staff



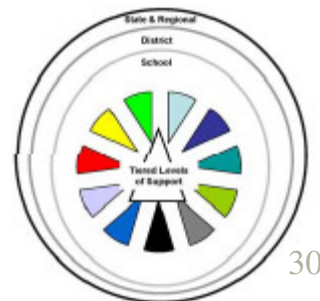
SOUTHEAST MIDDLE SCHOOL

- Opened in August 2007
- Spanish Lake Area
- Half of the Kirby Middle School students
- New Middle School Model
 - 4 85-Minute Blocks
 - 50 minute Academic Excellence Period
- PBIS Routines and Procedures
- PLC Process followed in establishing school

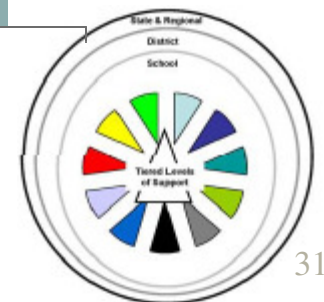
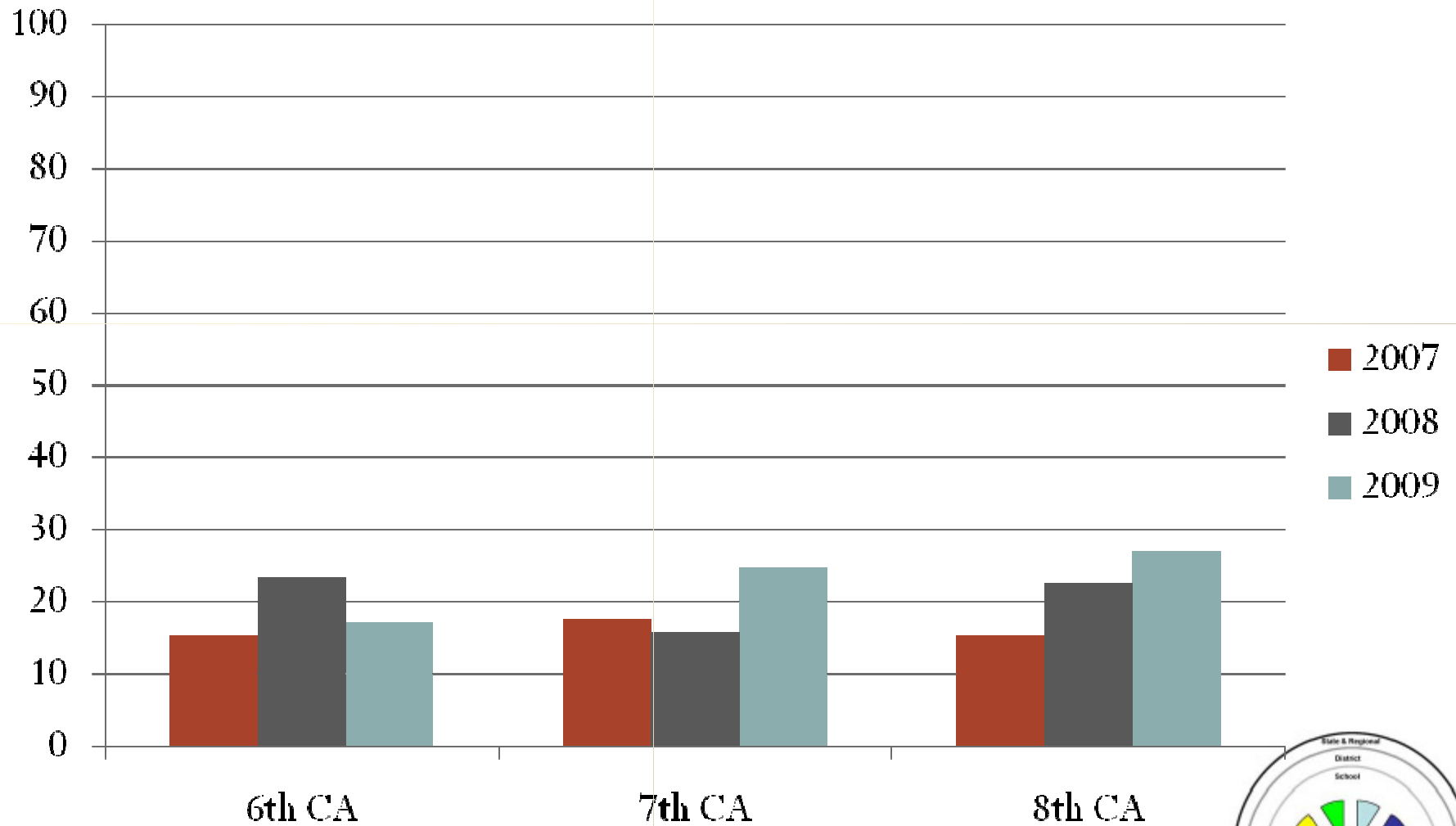


STUDENT DEMOGRAPHICS

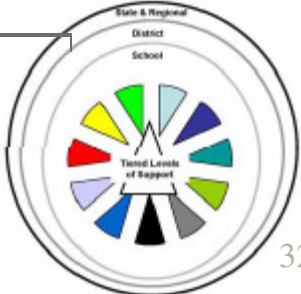
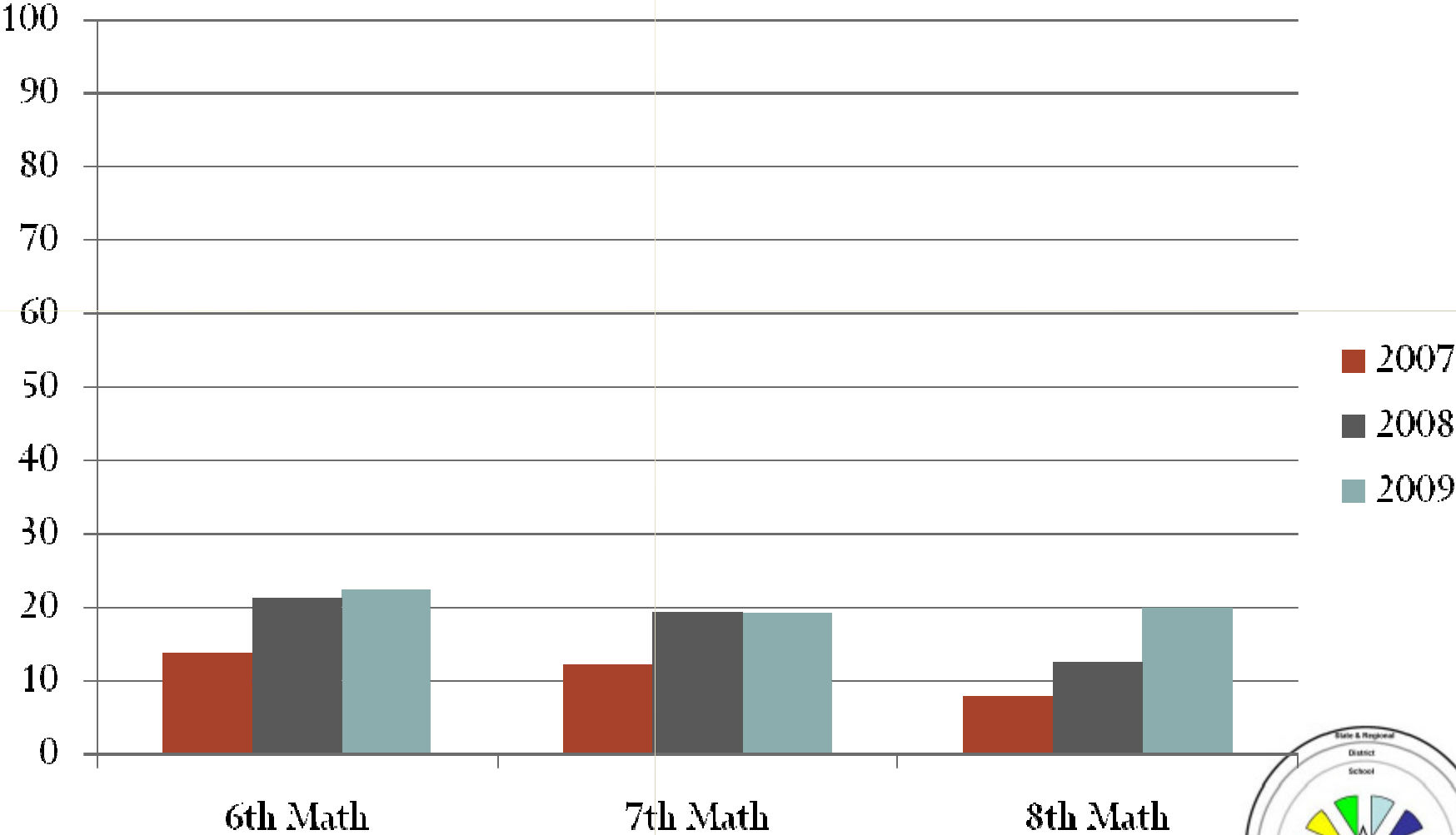
- 76.6% Free and Reduced Lunch
- Title I School – School Improvement Year One
- 97.3% African-American Students
- 2% White
- 1% Hispanic
- 93.3% Attendance



MAP SCORES - C.A.

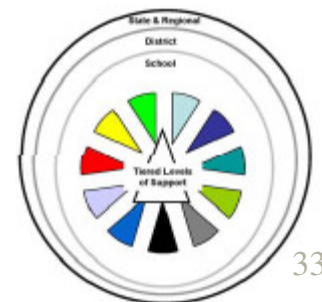


MAP SCORES - MATH



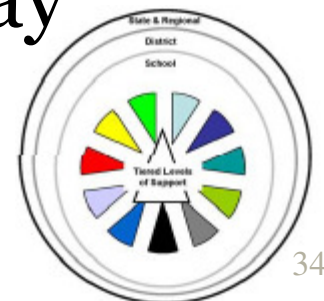
MIM PROCESS

- Formed Building Level Team
 - Teachers
 - Team Leaders
 - PDC Representatives
 - Special Education Teachers
- Formed District Level Team
 - Assistant Superintendent
 - Literacy Coordinator
 - Special Education Representative



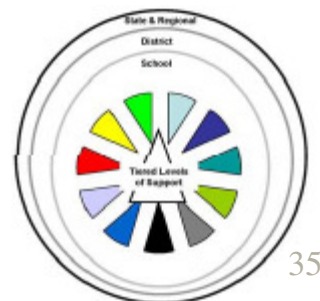
MIM PROCESS

- Monthly MIM Team Meetings
 - Core Team
 - Open Meeting
- Getting Ready Steps
- Self Study
 - Input from all teachers
 - Focus group discussions
 - 3 hour groups during the school day



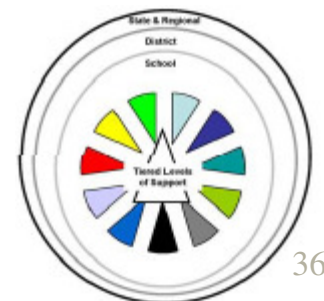
SELF STUDY SUMMARY

- Mentoring and Coaching
 - 1.0
- Progress Monitoring
 - 1.7
- Culturally Responsive
 - 1.9



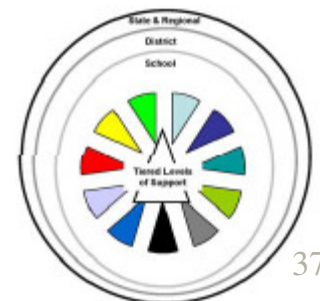
HAZELWOOD INITIATIVES

- Hazelwood Board Adopted Curriculum
- Lesson Plan Protocols
- Data Teams
- Note taking and Summarization
- Culturally Responsive Teaching
- Similarities and Differences
- 6- Trait Writing Prompts
- Common Summative Assessments
- Literacy Plan



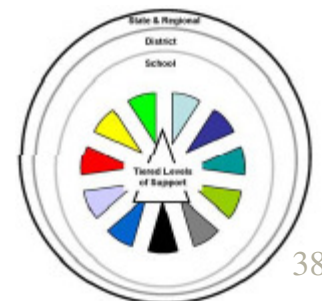
MIM ACTION PLAN

- TIER ONE
 - Strengthen instructional planning
 - Using KU Content Enhancement – Unit Organizer
 - Strengthen instructional delivery
 - Mentoring and Coaching
 - Strengthen PBIS Schoolwide Routines and Procedures
 - Coaching
 - Strengthen Data Team Process
 - Coaching



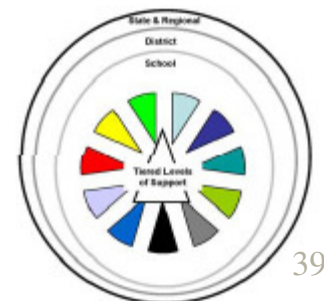
MIM ACTION PLAN

- TIER TWO
 - Progress Monitoring
 - AIMS-WEB
 - Materials for remediation
 - Selection
 - Training
 - Mentoring and Coaching
 - PBIS
 - Problem Solving Model
 - Processes to address students with behavior issues
 - Mentoring and Coaching
 - Assistant Principals and Counselors



ANTICIPATED RESULTS

- Improved MAP Scores
- Improved Reading Scores
- Improved Behavior
 - Increased Instructional Time
 - Fewer Discipline Referrals
 - Fewer Suspension Days
- Improved Instructional Delivery
 - Improved Common Summative Assessment Scores
- Effective Use of Data



Missouri Integrated Model [MIM]

... a three-tiered model for student support

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

COMPONENTS

11 Essential Features representing the evidence-based practices and qualities of effective and responsive schools

Build and sustain capacity for responding to student needs

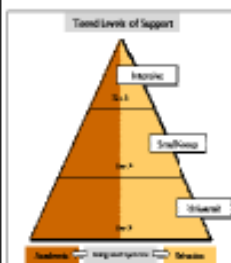
- > Shared vision and commitment
- > Leadership at state, district, & building levels
- > Collaborative environment
- > Ongoing professional development
- > Educator support through mentoring and coaching
- > Culturally responsive practices

Maximize resources needed for innovation

- > Resource mapping
- > Family and community involvement

Make informed decisions

- > Evidence-based practices
- > Data-based decision-making
- > Progress monitoring



Tiered Levels of Support

Tier 1, universal level: core, evidence-based academic instruction and behavior support. All students receive tier 1.

Tier 2, small group targeted instruction: core instruction plus timely, targeted instruction for students needing additional instructional or behavioral supports.

Tier 3, intensive instruction: core instruction supplemented by intensive, individualized supports.

Contact:

Pam Williams, pam.williams@de.se.mo.gov
Coordinator of Services, SPDG Project Director, DESE

Julia LePage, julia.lepage@de.se.mo.gov
Director, Effective Practices, DESE



IMPLEMENTATION

Stages of Implementation

Exploration & Awareness

1. Taking Inventory
2. Looking at Reality
3. Setting Priorities
4. Master Planning

Program Installation

5. Setting the Stage
6. Taking Action

Initial Implementation

7. Self-monitoring
8. Plan Revisiting
9. Getting Reading for Scaling-Up

Full Operation

10. Scaling-Up
11. Innovation

Sustainability

12. Sustainability

Adapted from: National Implementation Research Network (Fixsen, Naoen, Blase, Friedman, & Wallace, 2005)

14 Pilot Districts



Implementation Support

Technical Assistance

Regional Professional Development Center Network
Implementation Facilitators

Leadership

Statewide MIM Management Team
Statewide MIM Implementation Team
MIM School and District Leadership Teams

Resources

State Personnel Development Grant (SPDG)

OUTCOMES

Defining Success for All Students

The Missouri Integrated Model addresses the needs of all students.

- > 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

School & District Outcomes

- > 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

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

State Outcomes

- > 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

Missouri Department of Elementary & Secondary Education



Division of Special Education
Division of School Improvement
Division of Career Education

www.mimschools.org

Let's Talk MIM

Reflective discussion

- How.....
- What.....
- Why.....

Q&A from audience

