



**MISSOURI MODEL DISTRICTS (MMD)  
 BUILDING ACTIVITIES DOCUMENTATION FORM TO ACCOMPANY MMD INVOICE #1**

Building Name	Building Code	Date
Building Contact Person	Email	
Phone	Fax	

**Instructions**

Check each activity below that has been completed, up to and including the date submitted.  
**Submit this form to the District MMD contact.**

**Definitions**

**Building Size:**

Small: enrollment of 0-350 students  
 Medium: enrollment of 351-700 students  
 Large: enrollment of > 700 students

**Activities**

**BUILDING BASE ACTIVITIES: Check all that have been completed**

	Work with the district's MMD Implementation Facilitator/CST to assess and address building needs based on the Self-Assessment Practice Profile (SAPP) tool. Use the building assessments to help the district select activities and practices to address needs across the district.
	<p><b>Collaborative Teams:</b>          Instructional staff will:</p> <ol style="list-style-type: none"> <li>1. Complete DESE approved Collaborative Team training.</li> <li>2. Participate on at least one building level collaborative team. Teams should be integrated with a mix of staff to include general education teachers, special education teachers, and special subject teachers within and across teams.</li> </ol>
	<p><b>School-Based Implementation Coaching:</b>          Instructional staff will:          Complete DESE approved School-Based Implementation Coaching training.</p>
	<p><b>Effective Teaching/Learning Practices:</b>          Instructional staff will:          Complete training and implement Assessment Capable Learners (ACL) as the initial effective teaching/learning practice. Buildings that have already implemented ACL may choose a different effective teaching/learning practice according to district directive</p>
	<p><b>Common Formative Assessment (CFA):</b>          Instructional staff will:</p> <ol style="list-style-type: none"> <li>1. Complete DESE approved CFA training according to district/building's identified needs as determined by district leadership team, building leadership, and CST Facilitator.</li> <li>2. Conduct CFAs in a variety of subject areas with sufficient frequency to enable decision-making about instructional effectiveness and student mastery of content (work with CST Facilitator to customize content per building).</li> <li>3. Analyze CFA data results and use results to guide future instruction.</li> </ol>

<b>Data-Based Decision Making:</b> Instructional staff will: Complete DESE approved Data-Based Decision Making training according to district/building's identified needs as determined by district leadership team, building leadership, and CST Facilitator.	
<b>Monitor Instructional staff on the selected effective teaching/learning practice and at least one additional element using the practice profiles which are entered into the automated online system.</b> <ul style="list-style-type: none"> <li>• Inclusion on a collaborative team</li> <li>• Administration and use of CFAs to guide future instruction</li> </ul>	
All building instructional staff participate in the administration (fall, spring, or both) of the Collaborative Work Implementation Survey (CWIS).	
Select and use at least one virtual learning package and provide feedback regarding usability to DESE.	
<b>BUILDING VALUE-ADDED ACTIVITIES: Check all that have been completed.</b>	
<b>Collaborative Teams:</b> Collaborative teams demonstrate mastery of the practice as documented on the Collaborative Teams Practice Profile. 80% of instructional staff perform at the proficient level on the practice profile demonstrating mastery.	
<b>School-Based Implementation Coaching:</b> Instructional staff support one another by completing peer observation(s) with feedback using information obtained from training as documented on the School-Based Implementation Coaching Practice Profile. Options for value add dollars are determined by either one or two observations with feedback and must be completed by each instructional staff member.	
<b>Effective Teaching/Learning Practices:</b> Instructional staff demonstrate mastery of at least one effective teaching/learning practice as documented on the selected Effective Teaching/Learning Practice Profile. 80% of instructional staff perform at the proficient level on the practice profile demonstrates mastery.	
<b>Common Formative Assessment:</b> Instructional staff demonstrate mastery of CFA administration and use the data to inform instructional effectiveness and future instruction. This test/reteach/retest cycle using CFAs is completed at least 1x quarterly. 80% of instructional staff perform at the proficiency level on the practice profile demonstrates mastery.	
<b>Data-Based Decision Making:</b> At least one half of the building's collaborative teams self-evaluate the team's performance by completing the data-based decision making practice profile and participate in a discussion about the results.	
<b>Certifications</b>	
I avow that the activities checked as completed above are accurate, and documents are available at the building to substantiate that the required activities have been completed.	
<b>Principal Signature</b>	<b>Date</b>

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 5th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.