



**MISSOURI MODEL DISTRICTS (MMD)
 BUILDING ACTIVITES DOCUMANTATION FORM TO ACCOMPANY MMD INVOICE #2**

Building Name	Building Code	Date
Building Contact Person	Email	
Phone	Fax	

Instructions

Check each activity below that has been completed, up to and including 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 ACTIVITIES: Check all that have been completed.

	Work with the district’s MMD implementation facilitator to assess and address building needs based on the Self-Assessment Practice Profile tool. Use the building assessments to help the district select activities and practices to address needs across the district.
	Based on results of the SAPP, develop a multi-year district implementation plan that is inclusive of all buildings and includes: <ul style="list-style-type: none"> • General timeline • Plan for completion of activities using DESE approved materials/resources on the VLP or MoEdu-Sail.org • How progress will be monitored
	All <u>new</u> staff trained using DESE approved (VLP) professional learning modules. Trainings may vary across buildings depending upon trainings previously received. Once each building has completed training all <u>new</u> staff using professional learning modules on the VLP, this item may be marked as completed on this invoice.
	Building Leadership Team(s) meets regularly (at least monthly). Agenda and meeting notes provided to District Leadership Team who will review and analyze as evidenced by BLT and DLT meeting notes.
	Classroom implementation evidence regarding Developing Assessment Capable Learners, use of common formative assessments, and data-based decision making is evidenced through walk-through tool, rubrics, data collection forms, data wall, data collection digital tools, observation, video, etc.
	Building administrator(s) and/ or designee(s) use professional learning module practice profiles to regularly monitor (minimum 2 x year) at least one-half of instructional staff’s implementation of foundation effective educational practices as determined by district’s multi-year plan. (Collaborative Teams, Common Formative Assessment, Data-Based Decision Making)
	Building administrator(s) and/or designee(s) use(s) professional learning module practice profiles to regularly monitor (minimum 2 x year) at least one-half of instructional staff’s implementation of Developing Assessment Capable Learners (DACL).

	CFA results are used by all collaborative teams to inform instruction and evidence is provided through team meeting notes, instructional plans, discussion with implementation facilitator, etc.
	CWIS: All building instructional staff participate in the administration of the Collaborative Work Implementation Survey (CWIS) with evidence of district level analysis provided through district leadership team meeting notes.
	School-Based Implementation Coaching: At least one-half of each building's instructional staff support one another by completing two or more peer observation(s) with feedback using information obtained from training as documented on the practice profile.

Certifications

I avow that the amount requested above is accurate, and documents are available at the building to substantiate that the required activities have been completed.

Principal Signature	Date
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