MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION (DESE)
DIVISION OF LEARNING SERVICES – OFFICE OF SPECIAL EDUCATION

## MISSOURI MODEL DISTRICTS-BEHAVIOR (MMD-B)
## BUILDING ACTIVITIES DOCUMENTATION FORM

| DISTRICT NAME | BUILDING CODE | DATE |
|---|---|---|
| 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-B contact person. **This form, once completed, must be included with invoice submission.**

Questions: 573-751-0625

## DEFINITIONS

### BUILDING SIZE

| ☐ Small: Enrollment of 0-350 | ☐ Medium: Enrollment of 351-700 | ☐ Large: Enrollment above 701 |
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## ACTIVITIES

### B. BUILDING BASE ACTIVITIES: Check all that have been completed.

☐ **1. Develop, refine, engage and evaluate Building Leadership Team (BLT) that includes behavior as part of improvement process.**

| Evidence: | ☐ Team roles and responsibilities | ☐ Agendas/solution plans | ☐ Action plan | ☐ Attached additional documentation |
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Examples: Receive training on collaborative leadership teaming; establish leadership team (administrator with decision-making authority, academic and behavioral expertise, stakeholder representation); establish norms; establish decision-making model; establish roles and responsibilities; establish communication system; establish system to evaluate effectiveness of team (at least biannually)

☐ **2. All instructional staff actively engage in regular Collaborative Team (CT) meetings.**

| Evidence: | ☐ Team roles and responsibilities | ☐ Agendas/solution plans | ☐ Action plan | ☐ Attached additional documentation |
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Examples: Receive training on CT; all instructional staff participate in CT meetings by establishing roles; norms; decision-making model; include mix of staff across general education, special education and special subject teachers, etc.

☐ **3. All instructional staff actively engage in ongoing Data-Based Decision Making (DBDM), around behavior during CT meetings.**

| Evidence: | ☐ Team roles and responsibilities | ☐ Meeting minutes | ☐ Data reports | ☐ Attached additional documentation |
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Examples: Receive DBDM training; all instructional staff participate in DBDM process that includes behavior

☐ **4. All instructional staff engage in Effective Teaching/Learning Practices (ETLPs) schoolwide and classwide.**

Examples: Attend training on the following ETLPs: Function-Based Thinking (FBT); schoolwide and classroom expectations; teaching, encouraging and discouraging; developing schoolwide expectations and systems to support implementation of ETLPs

| Evidence: | ☐ Team roles and responsibilities | ☐ Agendas/solution plans | ☐ Documentation of building training | ☐ Attached additional documentation |
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☐ **5. All instructional staff participate in requested data activities (e.g., Self-Assessment Practice Profiles (SAPP), Self-Assessment Survey (SAS)).**

| Evidence: | ☐ Team roles and responsibilities | ☐ Agendas/solution plans | ☐ Data reports indicating participation | ☐ Attached additional documentation |
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Examples: Develop system to support staff in completing data activities, including stated purpose, instructions, adequate time to complete, and system to progress monitor completion.

## ACTIVITIES

### C. BUILDING VALUE-ADDED ACTIVITIES: Check all that have been completed.

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| ☐ | **Collaborative Teams (CT)**<br>Collaborative teams demonstrate mastery of the practice as documented on the practice profile. Eighty percent of CTs have members complete SAPP at the proficiency level, thus demonstrating mastery. |
| ☐ | **Classroom Observation**<br>Building team conducts a single observation in 80 percent of classrooms and aggregates data for each ETLP observed (e.g., classroom expectations, procedures and routines, and encouraging and discouraging). |
| ☐ | **Effective Teaching/Learning Practices (ETLP)**<br>Instructional staff demonstrate mastery of at least one ETLP as demonstrated on the practice profile. Eighty percent of collaborative teams have 80 percent of members completing a SAPP for classroom expectations, procedures and routines, and encouraging and discouraging. |
| ☐ | **Function-Based Thinking (FBT)**<br>Instructional staff demonstrate mastery of FBT as demonstrated on the practice profile. Eighty percent of staff performing at the proficiency level, thus demonstrating mastery. |
| ☐ | **Data-Based Decision Making (DBDM)**<br>At least 50 percent of CTs have 80 percent of members self-evaluate the team's performance by completing the DBDM SAPP. |

## CERTIFICATIONS

I certify that the activities checked as completed above are accurate, and documents are available at the buildings to substantiate that the required activities have been completed.

| PRINCIPAL SIGNATURE | DATE |
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