



**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

<input type="checkbox"/> Small: Enrollment of 0-350	<input type="checkbox"/> Medium: Enrollment of 351-700	<input type="checkbox"/> Large: Enrollment above 701
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ACTIVITIES

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

<input type="checkbox"/>	1. Develop, refine, engage and evaluate Building Leadership Team (BLT) that includes behavior as part of improvement process.				
	Evidence:	<input type="checkbox"/> Team roles and responsibilities	<input type="checkbox"/> Agendas/solution plans	<input type="checkbox"/> Action plan	<input type="checkbox"/> Attached additional documentation
	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)				
<input type="checkbox"/>	2. All instructional staff actively engage in regular Collaborative Team (CT) meetings.				
	Evidence:	<input type="checkbox"/> Team roles and responsibilities	<input type="checkbox"/> Agendas/solution plans	<input type="checkbox"/> Action plan	<input type="checkbox"/> Attached additional documentation
	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.				
<input type="checkbox"/>	3. All instructional staff actively engage in ongoing Data-Based Decision Making (DBDM), around behavior during CT meetings.				
	Evidence:	<input type="checkbox"/> Team roles and responsibilities	<input type="checkbox"/> Meeting minutes	<input type="checkbox"/> Data reports	<input type="checkbox"/> Attached additional documentation
	Examples: Receive DBDM training; all instructional staff participate in DBDM process that includes behavior				
<input type="checkbox"/>	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:	<input type="checkbox"/> Team roles and responsibilities	<input type="checkbox"/> Agendas/solution plans	<input type="checkbox"/> Documentation of building training	<input type="checkbox"/> Attached additional documentation
<input type="checkbox"/>	5. All instructional staff participate in requested data activities (e.g., Self-Assessment Practice Profiles (SAPP), Self-Assessment Survey (SAS)).				
	Evidence:	<input type="checkbox"/> Team roles and responsibilities	<input type="checkbox"/> Agendas/solution plans	<input type="checkbox"/> Data reports indicating participation	<input type="checkbox"/> Attached additional documentation
	Examples: Develop system to support staff in completing data activities, including stated purpose, instructions, adequate time to complete, and system to progress monitor completion.				

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ACTIVITIES

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

<input type="checkbox"/>	Collaborative Teams (CT) 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.
<input type="checkbox"/>	Classroom Observation 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).
<input type="checkbox"/>	Effective Teaching/Learning Practices (ETLP) 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.
<input type="checkbox"/>	Function-Based Thinking (FBT) Instructional staff demonstrate mastery of FBT as demonstrated on the practice profile. Eighty percent of staff performing at the proficiency level, thus demonstrating mastery.
<input type="checkbox"/>	Data-Based Decision Making (DBDM) 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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