



**MISSOURI MODEL DISTRICTS (MMD)  
 BUILDING ACTIVITIES DOCUMENTATION FORM TO ACCOMPANY 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 the date submitted.

**Submit this form to the District MMD contact.**

Questions: 573-751-0625

**DEFINITIONS**

**BUILDING SIZE**

**Small: Enrollment of 0-350**    
  **Medium: Enrollment of 351-700**    
  **Large: Enrollment above 701**

**ACTIVITIES**

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

<input type="checkbox"/>	Work with district’s MMD implementation facilitator and 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.
<input type="checkbox"/>	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"> <li>• General timeline</li> <li>• Plan for completion of activities using DESE-approved materials/resources on the Virtual Learning Platform (VLP) or MoEdu-Sail.org</li> <li>• How progress will be monitored</li> </ul>
<input type="checkbox"/>	All <b>new</b> 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 new staff using professional learning modules on the VLP, this item may be marked as completed on this invoice.
<input type="checkbox"/>	Building Leadership Teams (BLT) meets regularly (at least monthly). Agenda and meeting notes provided to District Leadership Team (DLT) who will review and analyze as evidenced by BLT and DLT meeting notes.
<input type="checkbox"/>	Classroom implementation evidence regarding Developing Assessment Capable Learners (DACL), use of Common Formative Assessments (CFA), and Data-Based Decision Making (DCDM) is evidenced through walk-through tool, rubrics, data collection forms, data wall, data collection digital tools, observation, video, etc.
<input type="checkbox"/>	Building administrator(s) and/or designee(s) use Professional Learning Module Practice Profiles (PLMPP) to regularly monitor (minimum two times a 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 (CT), CFA, DCDM)
<input type="checkbox"/>	Building administrator(s) and/or designee(s) uses PLMPP to regularly monitor (minimum two times a year) at least one-half of instructional staff’s DACL.

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<input type="checkbox"/>	All building instructional staff participate in the administration (fall, spring or both) of the Collaborative Work Implementation Survey (CWIS) with evidence of district-level analysis provided through district leadership team meeting notes.
<input type="checkbox"/>	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.
<input type="checkbox"/>	School-Based Implementation Coaching (SBIC): 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 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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