

LSS:	<i>Your District Name Here</i>	School Name:	<i>Your School Name Here</i>
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Attachment C

GOLD Recognition Award Application

Instructions:

1. Double click on HEADER ([above] LSS_ School Name: _) to insert LSS and School Name.
2. Double click in body of document to return to main body.
3. Save document using “LSS_school full name_GOLD” in the title, “**Cecil_MartinLutherKingJrHS_GOLD**”
4. Complete required information.
5. Submit through email to LSS Representative.

Level 3 – PBIS GOLD AWARD:

The Gold award recognizes schools that have successfully implemented school-wide PBIS and can provide a minimum of three years of annual trend data for office discipline referrals and out-of-school suspensions. Since the application must be submitted during the school year, and annual trend data is not available until after the year has ended, schools are required to provide monthly behavioral trend data to demonstrate current year positive effects. A chart is provided to compare a portion of the current school year through a month_ to_ month comparison, (August 2016 through January 2017 compared to August 2017 through January 2018).

Schools applying for Gold recognition must submit data points on time and complete Attachment C including a final narrative to describe a Tier II intervention being implemented.

Please note that MSDE may identify climate measures that may or may not impact recognition requirements for 2018-2019.

Contact Information			
Date of Application:		Local School System:	
LSS PBIS Point of Contact's or Coordinator's Name:		School Name and School Website:	
Principal's Name:		Principal's Phone/Email:	
School PBIS Contact's Name:		School PBIS Contact's Phone/Email:	
Baseline Year School Trained as a new PBIS Team:		Are you willing to present at the 2017 Regional Returning Team training?	

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PBIS Recognition Data Criteria and Timeline

The PBIS Maryland Data Points are submitted by the Local School System PBIS Points of Contact or Coordinators to PBIS Maryland. These data points are applied as a last step in the application review process. Data must be complete and submitted on time to be considered for any recognition status.

PBIS Maryland Data Points		Criteria	Timeline
Implementation Phase Inventory	IPI		November 10 th & April 10 th
School-wide Evaluation Tool	SET	Bronze \geq 80 Silver \geq 85 Gold \geq 90	June 1st
Tiered Fidelity Inventory	TFI	Baseline Score	June 1st

PBIS GOLD Recognition Data Criteria and Timeline

Recognition reviewers consider only trend data and the accompanying narratives as specified for each level of award.

Gold Recognition Trend Data Requirements	Criteria
Positive annual trend for the three most current years and a positive monthly trend for the current Year (Aug. - Jan.) for:	Positive trend or a description of the contributing factors or issues unrelated to PBIS; i.e. administrative changes; student population changes AND a “ data story ” of what evidence based practice(s) is being implemented specifically targeting that negative trend .
– Office Discipline Referral (ODR)	
– Out of School Suspension (OSS)	
Description of Tier II/Tier III practices	
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Office Discipline Referrals

Baseline Optional Year prior to implementation (or earliest year available since implementation) (i.e.2004-2005, total for school year)	2014-2015	2015-2016	2016-2017

Check One	ODR Multi-Year Percentage Trend Comparison
<input type="checkbox"/>	YES, demonstrates a positive trend comparing a minimum of the three most current years of data. <i>**A positive trend is defined by a decrease in office referrals. NO NARRATIVE.</i>
<input type="checkbox"/>	NO, does NOT demonstrate a positive trend comparing a minimum of the three most current years. NARRATIVE REQUIRED. (Baseline and/or a year prior may be used to support narrative description by providing a three-year trend.)

ODR NARRATIVE (if required)

Narrative: (Limit 150 words) If above data does **not** demonstrate positive trends** use this box to provide a description of:

o The contributing factors or issues unrelated to PBIS, [i.e. administrative changes; student population changes] **AND**

o How the school is addressing the factors/issues - For example - In response to the increase in office referrals, Do-Good Elementary School is implementing CICO in September 2016 with a goal of reducing ODRs by 10% each month.

Text will wrap.

ODR Month to Month Comparison For Year Current and Year Previous

(School may submit multi-year, month to month, SWIS graph as an alternative to this matrix)

Month	2016/2017	2017/2018
August		
September		
October		
November		
December		
January	(2017)	(2018)
Totals:		

ODR NARRATIVE (if required)

Narrative: (Limit 150 words) If above data does **not** demonstrate positive trends** use this box to provide a description of:

o The contributing factors or issues unrelated to PBIS, [i.e. administrative changes; student population changes] **and**

o How the school is addressing the factors/issues - For example - In response to the increase in office referrals, Do-Good Elementary School implemented CICO in September 2016 with a goal of reducing ORDs by 10% each month. In order to establish a positive trend for the remainder of the school year, the school is implementing XXXX.

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Text will wrap.

OUT OF SCHOOL SUSPENSION

Baseline Optional Year prior to implementation (or earliest year available since implementation) (i.e.2004-2005, total for school year)	2014-2015	2015-2016	2016-2017

<i>Check One</i>	OSS Multi-Year Percentage Trend Comparison
<input type="radio"/>	YES, demonstrates a positive trend comparing a minimum of the three most current years of data. **A positive trend is defined by a decrease in office referrals. NO NARRATIVE.
<input type="radio"/>	NO, does NOT demonstrate a positive trend comparing a minimum of the three most current years. NARRATIVE REQUIRED. (Baseline and/or a year prior may be used to support narrative description by providing a three-year trend.)

OSS NARRATIVE (if required)

Narrative: (Limit 150 words) If above data does **not** demonstrate positive trends** use this box to provide a description of:

The contributing factors or issues unrelated to PBIS, [i.e. administrative changes; student population changes] **and**

How the school is addressing the factors/issues - For example - In response to the increase in out-of-school-suspensions, Do-Good Elementary School is implementing Check and Connect in September 2016 with a goal of reducing OSS by 10% each month.

Text will wrap.

OSS Month-to-Month Comparison For Year Current and Year Previous

Month	2016/2017	2017/2018
August		
September		
October		
November		
December		
January	(2017)	(2018)
Totals:		

OSS NARRATIVE (if required)

Narrative: (Limit 150 words) If above data does **not** demonstrate positive trends** use this box to provide a description of:

The contributing factors or issues unrelated to PBIS, [i.e. administrative changes; student population changes] **and**

How the school is addressing the factors/issues - For example - In response to the increase in office referrals, Do-Good Elementary School implemented **Check and Connect in September 2016 with a goal of reducing OSSs by 10% each month. In order to establish a positive trend for the remainder of the school year, the school is implementing XXXX.**

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Text will wrap.

Description of Tier II Intervention: 2017

Provide a description of one (1) Tier II intervention that is in place at your school (e.g., Check In/Check Out, small group interventions, etc.). Please describe the following:

- one (1) Tier II intervention,
- the number of students involved in the intervention,
- the data collected for student entry into the intervention,
- the data collected to monitor students' response to the intervention, and
- the exit criteria.

Please limit to 500 words or less.

Use "bullet" format where possible

Example: Students in Check In/Check Out are selected from office referral data from the previous year, and students with 2-5 office referrals are invited to be in the program. There are currently 15 students in Check In/Check Out and student performance on Daily Progress Reports and office referrals are used to monitor progress. Students who meet their daily goal of at least 80% for at least 6 weeks are exited from the program.

Text will wrap.

Please check the box

- The principal has reviewed and approved this application for submission**