



California PBIS Recognition 2018-19

Gold Application

Preparation Document



The purpose of this document is to help your PBIS team prepare all information needed to apply for recognition at the Gold Level. Once the team collects all of the information below, a team member **enters the information into the online application**. Completion of this document is not in lieu of an online application.

General Application Information

The PBIS School Recognition Application process recognizes schools for fidelity of PBIS implementation and valued outcomes at the Bronze, Silver, Gold, or Platinum levels. For your school to be considered for recognition at any level, this document was created to help you prepare for the online entry. Online entry must be completed in one sitting (i.e., you cannot logout and login of the application); this document will help you organize necessary information and ease the process of completing the online application all at one time. Complete instructions and requirements for CPC recognition are available at: www.pbisca.org

1. Please note that for the purpose of recognition, your team must complete the Tiered Fidelity Inventory (TFI) with an Authorized External Reviewer and the TFI scores must be entered into PBIS Assessments at www.pbisapps.org. The TFI is required for ALL LEVELS of recognition. Information and instructions for the TFI can be found at: www.pbisca.org
2. In addition to the specific data required for recognition, your team will need the following information to complete the application:
 - a. School Name
 - b. District Name
 - c. School Administrator Name and Email
 - d. School Based Coach and Email
 - e. Contact Person's Name and Phone Number
 - f. External Coach's Name and Email
3. All completed applications must be submitted by **May 17, 2019**. Submissions for recognition after this date will not be considered.

Qualifying Application Items: ERAT & TFI

| | |
|---|---|
| Email Address of Person Completing the Application: | |
| Did your Team Use a Current Authorized TFI External Reviewer: | <p>If Yes:</p> <ol style="list-style-type: none"> 1. The TFI must be completed after the External Reviewer completed the ERAT training. TFI's completed on a date before the ERAT training will be disqualified. 2. The TFI used for this recognition application must be entered into PBIS Assessment at the following website: www.pbisapps.org <p>If No:</p> <ol style="list-style-type: none"> 1. Your application will not be considered for any level of recognition. 2. You will be directed to the website with instructions on locating or becoming an Authorized External Reviewer. |

| | | | | | | | | | | | | | | | | | |
|---|---|------|------|-----|------|-----|-----|-----|------|-----|-----|------|------|-----|--|--|--|
| <p>Percentage of youth who have received 2-5 Major Office Discipline Referrals (ODRs). Use current (2018-19) School Year Data. Must be 0-15% for Gold Recognition.</p> | <ol style="list-style-type: none"> 1. 0-5% 2. 6-10% 3. 11-15% | | | | | | | | | | | | | | | | |
| <p>Percentage of youth who have received 6 or more Major Office Discipline Referrals (ODRs). Use current (2018-19) School Year Data. Must be 0-5% for Gold Recognition. If the percentage falls exactly on a number, select the lower range. For example, if a school had exactly 4% of its population receive 6 or more referrals, then the applicant would select the 3-4% range.</p> | <ol style="list-style-type: none"> 1. 0-1% 2. 1-2% 3. 2-3% 4. 3-4% 5. 4-5% | | | | | | | | | | | | | | | | |
| <p>Provide 2018 CA School Dashboard color for suspension:</p> <p>Dashboard information is found here: https://caschooldashboard.org/</p> <p>Sample narratives for schools with Orange Dashboard for suspension or for schools who do not have a CA Dashboard color indicator for suspensions are found here: https://drive.google.com/open?id=1KdTkz-O5NxSaZohI0B6811yA5eoG8Er1ANiscd2jTo</p> | <p><input type="checkbox"/>Blue <input type="checkbox"/>Green <input type="checkbox"/>Yellow <input type="checkbox"/>Orange</p> <p><input type="checkbox"/>Orange Provide a narrative that describes a downward suspension trend:</p> <p><input type="checkbox"/>School does not have CA Dashboard for suspensions Provide a narrative that describes a downward suspension trend:</p> | | | | | | | | | | | | | | | | |
| <p>Select one feature from your Tier 1 TFI Action Plan that your team is working toward:</p> | <p>Circle One:</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">1.1</td> <td style="text-align: center;">1.4</td> <td style="text-align: center;">1.7</td> <td style="text-align: center;">1.10</td> </tr> <tr> <td style="text-align: center;">1.2</td> <td style="text-align: center;">1.5</td> <td style="text-align: center;">1.8</td> <td style="text-align: center;">1.11</td> </tr> <tr> <td style="text-align: center;">1.3</td> <td style="text-align: center;">1.6</td> <td style="text-align: center;">1.9</td> <td style="text-align: center;">1.12</td> </tr> </table> | 1.1 | 1.4 | 1.7 | 1.10 | 1.2 | 1.5 | 1.8 | 1.11 | 1.3 | 1.6 | 1.9 | 1.12 | | | | |
| 1.1 | 1.4 | 1.7 | 1.10 | | | | | | | | | | | | | | |
| 1.2 | 1.5 | 1.8 | 1.11 | | | | | | | | | | | | | | |
| 1.3 | 1.6 | 1.9 | 1.12 | | | | | | | | | | | | | | |
| <p>Report the steps/actions the team has identified to improve the above Tier 1 feature (note the steps/actions must align with the identified Tier 1 TFI feature).</p> | <p>Steps/Actions:</p> <p>Who is responsible (4th grade teachers, Principal, etc.):</p> <p>What is the expected completion date for this item:</p> | | | | | | | | | | | | | | | | |
| <p>Select one Advanced Tier (Tier 2 OR Tier 3) feature from your TFI Action Plan that your team is working towards:</p> | <p>Circle One from Tier 2:</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">2.1</td> <td style="text-align: center;">2.5</td> <td style="text-align: center;">2.8</td> <td style="text-align: center;">2.11</td> </tr> <tr> <td style="text-align: center;">2.2</td> <td style="text-align: center;">2.6</td> <td style="text-align: center;">2.9</td> <td style="text-align: center;">2.12</td> </tr> <tr> <td style="text-align: center;">2.3</td> <td style="text-align: center;">2.7</td> <td style="text-align: center;">2.10</td> <td style="text-align: center;">2.13</td> </tr> <tr> <td style="text-align: center;">2.4</td> <td></td> <td></td> <td></td> </tr> </table> <p>OR Circle One from Tier 3:</p> | 2.1 | 2.5 | 2.8 | 2.11 | 2.2 | 2.6 | 2.9 | 2.12 | 2.3 | 2.7 | 2.10 | 2.13 | 2.4 | | | |
| 2.1 | 2.5 | 2.8 | 2.11 | | | | | | | | | | | | | | |
| 2.2 | 2.6 | 2.9 | 2.12 | | | | | | | | | | | | | | |
| 2.3 | 2.7 | 2.10 | 2.13 | | | | | | | | | | | | | | |
| 2.4 | | | | | | | | | | | | | | | | | |

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|--|---|------|------|------|------|-----|-----|------|------|-----|-----|------|------|-----|-----|------|------|-----|--|--|--|
| | <table border="0"> <tr> <td>3.1</td> <td>3.6</td> <td>3.10</td> <td>3.14</td> </tr> <tr> <td>3.2</td> <td>3.7</td> <td>3.11</td> <td>3.15</td> </tr> <tr> <td>3.3</td> <td>3.8</td> <td>3.12</td> <td>3.16</td> </tr> <tr> <td>3.4</td> <td>3.9</td> <td>3.13</td> <td>3.17</td> </tr> <tr> <td>3.5</td> <td></td> <td></td> <td></td> </tr> </table> | 3.1 | 3.6 | 3.10 | 3.14 | 3.2 | 3.7 | 3.11 | 3.15 | 3.3 | 3.8 | 3.12 | 3.16 | 3.4 | 3.9 | 3.13 | 3.17 | 3.5 | | | |
| 3.1 | 3.6 | 3.10 | 3.14 | | | | | | | | | | | | | | | | | | |
| 3.2 | 3.7 | 3.11 | 3.15 | | | | | | | | | | | | | | | | | | |
| 3.3 | 3.8 | 3.12 | 3.16 | | | | | | | | | | | | | | | | | | |
| 3.4 | 3.9 | 3.13 | 3.17 | | | | | | | | | | | | | | | | | | |
| 3.5 | | | | | | | | | | | | | | | | | | | | | |
| <p>Report the steps/actions the team has identified to improve the above Tier 2 or Tier 3 feature (note the steps/actions must align with the identified Tier 2 or Tier 3 TFI feature).</p> | <p>Steps/Actions:</p> <p>Who is responsible (4th grade teachers, Principal, etc.):</p> <p>What is the expected completion date for this item:</p> | | | | | | | | | | | | | | | | | | | | |
| <p>Identify ONE current (2018-19) advanced tier (Tier 2 or 3) intervention (i.e., Check-in Check-out, Prevent Teach Reinforce, etc.):</p> | <p>Name of intervention:</p> <p>How is progress monitored on this intervention:</p> <p>Number of students receiving this intervention:</p> <p>What percentage of students in this intervention are responding:</p> | | | | | | | | | | | | | | | | | | | | |
| <p>Write a short summary (100 words or less) of how the school has sustained and/or improved academic outcomes for the last 2+ years (2017-2018 through 2018-2019). Report specific academic data verifying this academic trend.</p> | | | | | | | | | | | | | | | | | | | | | |
| <p>Our school's identified External Reviewer has visited 10% of our school's classrooms:</p> | <p><input type="checkbox"/>Yes <input type="checkbox"/>No.</p> <p>External Reviewers must visit 10% of classrooms. If an External Reviewer has not visited any classrooms, your application will be disqualified.</p> | | | | | | | | | | | | | | | | | | | | |
| <p>Of the classrooms the External Reviewer visited, 80% demonstrated at least 3 evidence-based classroom practices. Select the 3 evidence-based classroom practices:</p> <p><i>*Classroom EBP Walkthrough Tool is available at: www.pbisca.org</i></p> | <p><input type="checkbox"/> Physical Design</p> <p><input type="checkbox"/> Routines</p> <p><input type="checkbox"/> Expectations</p> <p><input type="checkbox"/> Supervision</p> <p><input type="checkbox"/> Opportunity</p> | | | | | | | | | | | | | | | | | | | | |

Be Respectful: Note that the CPC and the CPC Recognition System runs primarily by volunteers. All members of the CPC and all applying schools should use kind and professional communication.

Be Responsible: All members and of the CPC and applying school should ensure accurate data are used for recognition. All materials should be reviewed carefully and the level of recognition should math the data provided.

Be Awesome: Celebrate your hard work, enjoy the recognition process, and be inspired by the work of our PBIS community.

Optional Items

| | |
|---|---|
| Which criteria was the most difficult to complete? | <input type="checkbox"/> TFI Score Reporting <input type="checkbox"/> Discipline Referral Data <input type="checkbox"/> Suspension Data <input type="checkbox"/> Action Plan <input type="checkbox"/> Documentation of Advanced Tiers <input type="checkbox"/> Academic Progress <input type="checkbox"/> Reviewer Visits to Classrooms |
| What would have made the above criteria easier to complete? | |
| Which resources did you use in preparing your application? | <input type="checkbox"/> The “At a Glance” Document <input type="checkbox"/> The Criteria Videos <input type="checkbox"/> The Webinar <input type="checkbox"/> Frequently Asked Questions <input type="checkbox"/> None of the Above <input type="checkbox"/> Other: |

Now that you have completed this document, you are ready to submit your application online!

1. Go to www.pbisca.org
2. Choose the “State Recognition System” tab
3. Choose “Apply for the 2018/2019 Recognition
4. Complete online application