

**Instructions for scoring integrity rubric:**

- Each item on the rubric is scored based on the degree of implementation of specific activities related to data analysis, reporting, and the use of data by school teams. (i.e., 0=not implemented, 1=partially implemented, 2=fully implemented).
- Review the specific criteria under each component to determine the appropriate score. For each component listed, assess the current state of implementation.
- Use the descriptors provided (e.g., for "Participate in ACE's and PCE's training and create a resilient school team," scoring is based on whether no staff, some staff, or all staff have completed the necessary training).
- Document the data sources used to justify scoring. These could include attendance logs, training certificates, meeting minutes, or observations. Add notes that provide additional context or explain nuances, especially if scoring is not straightforward.
- After scoring all components, review your score. This will give an overview of how well the school's initiatives are being implemented.
- Based on the rubric, schools should use the findings from the data sources to inform the next steps. This includes adjusting implementation strategies and communicating findings to staff, students, and families.

| Components   | 0<br>Not implemented       | 1<br>Partially implemented  | 2<br>Fully implemented   | Item<br>score | Data sources/notes |
|--|----------------------------|---|--|---------------|--------------------|
| 1. Participate in ACE's and PCE's training and create a resilient school team- Members include administrators, counselors, teachers, staff, and students | No staff have been trained | Some staff have been trained but not core team members identified | All staff have completed training and a team has been formed             |               |                    |
| 2. Define core values and align with school vision   | Not defined                | Gained consensus on core values from all stakeholders             | Disseminate values to staff, faculty, students, families, and community  |               |                    |
| 3. Define teaching and learning belief statements based on the needs of the school community   | Not defined                | Gained consensus on belief ideas from all stakeholders            | Disseminate beliefs to staff, faculty, students, families, and community |               |                    |
| 4. Adopt a common language related to trauma informed practices PCEs, and communication of values, vision, and beliefs                                   | No common language         | Faculty and staff use common language                             | Faculty, staff, students, families, and community use common language    |               |                    |

| Components  | 0<br>Not implemented   | 1<br>Partially implemented   | 2<br>Fully implemented   | Item<br>score | Data sources/notes |
|---|--|--|--|---------------|--------------------|
| 5. Activate vision and core values to create the school culture   | Not implemented  | Created lesson plans to explicitly teach all students core values  | Implementing scheduled instruction of positive behavior expectations and school-wide celebrations                                |               |                    |
| 6. Delivered professional development (pd) on plan, study, do, act model for action planning, and integration of evidence-based restorative practices   | No pd has been provided  | Scheduled to attend pd   | Received pd and ongoing coaching   |               |                    |
| 7. Identified students who meet the criteria for tier 2 and/or tier 3 supports and implement student success plan                                       | Examination of data and identification of target areas has not begun | Identified some students in need of additional supports  | Identified all students based on need and implementing student success plan  |               |                    |
| 8. Implement restorative and/or reentry plan following the consequence resulting from an office discipline referral (ODR) or teacher/counselor referral | Process for transitioning students from ODR to school has not begun  | Process for transitioning students from ODR to school has begun (intermediate use)   | Systematically implementing restorative practices with students upon return from ODR   |               |                    |
| 9. Implement reset and calm spaces-This should be a component of the learning community, not an escape from the community.                              | Process for designing the reset and calm spaces has not begun        | Process for design for reset and calm spaces is complete, and spaces are built   | Systematically implementing restorative practices in the reset and calm spaces with students with review of data                 |               |                    |
| 10. Implement restorative practices school-wide   | Not implemented  | Integrated restorative circles into lesson plans<br><br>Integrated restorative processes in individual and group conflict resolution | Implementing restorative circles school-wide<br><br>Integrated restorative processes in individual and group conflict resolution |               |                    |

| Components   | 0<br>Not implemented  | 1<br>Partially implemented  | 2<br>Fully implemented   | Item<br>score | Data sources/notes |
|--|---|---|--|---------------|--------------------|
| 11. Review or analyze data on an ongoing basis and adjust goals related to implementation of restorative practices and reset and calm spaces | No review or data analysis has occurred   | Review and/or data analysis has begun                                   | Adjustments to plan are based directly on review and data analysis   |               |                    |
| 12. Communicate celebrations with school staff, students, families, and other stakeholders quarterly   | No communication of results of school improvement plan has occurred                             | Communication plan complete, contact with families had begun            | All families/ students contacted quarterly   |               |                    |
| 13. Implement sustainable onboarding for professional learning for all faculty, staff, students, and administrators                          | No trainers have been identified to support or deliver onboarding-related professional learning | Some trainers have been identified but not for all roles or departments | Trainers have been clearly identified for all required onboarding and professional learning components                 |               |                    |
| 14. Expand student voice and leadership opportunities  | There are no formal structures for student voice or leadership                                  | Some structures or activities support student voice and leadership      | Students are consistently engaged in leadership roles and decision-making through well-defined, sustainable structures |               |                    |
|  |   |   |  |               |                    |
| Total: /28   |   |   |  |               | Notes:             |